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A modern world history course on Asia, Africa, the Middle East, the South Pacific, Europe, and the Western hemisphere is presented. It stresses social, economic, industrial, intellectual, and political movements. The time period is from the eighteenth century to the present. Geographical content, essential to an intelligent understanding of history, is included.

The curriculum is divided into five units in the first semester and four in the second. Each unit consists of five integrated approaches to teaching the subject matter. The "Outline of Content" and the "Understandings, Attitudes, Appreciations, and Skills" sections provide the basic structure, points of emphasis, goals, concepts, and direction for the unit. Within each unit are "Suggested Learning Experiences" which are designed for all students, the degree of difficulty of material depending upon the individual student's ability and interest. Some learning experiences are particularly suited to and designed for students of high ability. Also included is a developmental vocabulary. The bibliography includes references in biography, historical fiction, reference books, sources and documents, and audio-visual aids. Reading materials for the student whose reading achievement is very low are included.

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MODERN WORLD HISTORY
IN THE SECONDARY SCHOOL

BENJAMIN C. WILLIS

General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO
1962

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FOREWORD

Living in an age in which any point on the globe can be reached by air within thirty-six hours, the student should have an understanding of those factors which are shaping the modern world and a knowledge of how they have evolved in the course of history.

This course of study is based upon the premise that today's people live in a world community. The impact of scientific discovery, economic revolution, and social upheaval is felt in all parts of the world. This study of modern world history seeks to inform the student of the nature of the world today and the reasons for present conditions. The horizons of the student's thinking should be expanded to include diverse cultures, distant and unfamiliar lands, and the gradual evolution of our society in the perspective of events of the past several centuries. It is hoped that the careful study of the broad aspects of these recent times may lead to the progress of civilization and to the further development of cultural interaction as a means of promoting world understanding.

Grateful appreciation is extended to all members of the staff who worked on this course of study, either in the capacity of evaluating or revising the 1959 course of study or of critically reading the finished product. A word of special and sincere appreciation is expressed to William H. McNeill of the University of Chicago, Lefter S. Stavrianos of Northwestern University, T. Walter Wallbank of the University of Southern California, and Emlyn Jones (past president of the National Council for the Social Studies) of the University of Wisconsin, all of whom served as consultants to the Department of Curriculum Development in the production of this course of study.

BENJAMIN C. WILLIS
General Superintendent of Schools

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INTRODUCTION

In keeping with the knowledge needed by man in today's world, this course of study in modern world history gives attention to Asia, Africa, the Middle East, and the South Pacific, as well as Europe and the Western Hemisphere. It stresses social, economic, industrial, and intellectual movements, together with those which are political, showing the cross-fertilization of these various aspects of man's progress.

This course of study contains revisions suggested by teachers in the questionnaire sent to them with regard to the 1959 course of study and replaces the 1959 edition. Thus, the Agricultural Revolution and the Industrial Revolution have been separated from the political and intellectual revolutions and are studied as a separate unit. Also in response to teachers' suggestions, a unit has been added on the new nations of the world.

The starting point of this course is the middle of the eighteenth century, which ushers in the age of the Enlightenment with its emphasis upon the scientific point of view and marks the beginning of our own history; half the course deals with the twentieth century. The student does not, however, approach the study of the modern world without adequate background, since the elementary school gives him a frame of reference and a basis for further study of the development of the world. It should also be noted that a course in early world history is available to those students who wish to make a more intensive study of that period.

Since the student has a choice of one year of modern world history or one year of world geography, it is assumed that the student who elects modern world history will not be taking world geography. Therefore, in recognition of the importance of geography, the course "Modern World History" contains that geographical content which is essential to an intelligent understanding of history.

The materials included in this guide are many and varied to provide for the diverse interests and abilities of high school students. Since each day sees the release of new social studies materials in the form of books, newspapers, magazines, and pamphlets, and since radio and television bring the world into our homes, the teacher of modern world history has a wealth of materials with which to develop the understandings, skills, abilities, and interests appropriate for each unit. Much resource material, also, may be found in the local community and city: the Art Institute, the Museum of Science and Industry, technological institutes, as well as resource people and organizations.

The suggested learning experiences also are many and varied, but all are neither mandatory nor inclusive. It is hoped that, from the suggestions offered herein, the teacher will make his selections with due consideration to the need to include a good balance and a desirable range of subject matter. Ideally, the experiences in this guide will suggest ideas for further activities. It is essential that the teacher adapt the materials to the individual student and the individual class. To aid the teacher in providing for individual differences, the learning experiences and bibliography are graded:

*for the academically less able student
**for the able student
***for the academically able student

Some assignments are appropriate for all levels of ability, the degree of difficulty depending upon the depth of the learning experiences and the outcomes expected.

Since it is recommended that the study of modern world history precede the study of United States history in the high school, it is hoped that the student will be able to view the history of the United States in a world setting. In today's world, it is imperative that the student be sensitized to the problems which face us in our relations with other nations to the end that he may cope with a difficult subject and a difficult world in wiser and better ways.

MODERN WORLD HISTORY

UNIT I

HOW DOES A CONTINUING STUDY OF THE WORLD TODAY HELP TO UNDERSTAND PEOPLES, THEIR PROBLEMS, AND THEIR ASPIRATIONS?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The study of history has many values. For the most important, that of contributing to citizenship, it is necessary to study the past for an understanding of the world today.

Many peoples of varied geographic environments, ethnic and demographic backgrounds, and rich cultural heritages live in the world and contribute to its past and present history.

World understanding requires full and accurate information about the peoples of the world, their history, the problems they face, their aspirations, and their essential dignity and worth as human beings.

The student of history uses other social sciences and disciplines for information and interpretation of the history of the past and present.

OUTLINE OF CONTENT

A. The Uses of History
   1. Understanding of the present in terms of the past
   2. Training for citizenship
      - Training for intelligent decisions in a democracy
      - Satisfaction of human curiosity
      - Increased appreciation of the world around us
   3. Abuses

B. Factors Influencing History and the World Today
   1. Geographic factor
      - Location
      - Topography
      - Climate
      - Natural resources
   2. Economic factor
      - Agriculture
      - Industry
      - Technology
      - Trade
   3. Social factor
      - The people: race and culture
      - Social organization
      - Ways of living

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. The Uses of History

*Write, during the class period, the definitions of history and in
**discussion compare them with those of classmates. The teacher or class
***secretary may write the main points on the chalkboard. The students may try to arrive at conclusions that extend beyond definitions and concepts of history to include definitions and concepts of other social sciences and disciplines as well. Students will wish to include in the discussion what they expect to obtain from a study of the world today and of the history of the modern world.

*Consult dictionaries and works of historians relative to the above points.
**Look for specific references to the relationship of the study of history
***as a prerequisite to good citizenship. The teacher or class secretary may write the main points on the board. Students write the conclusions of the class discussions in their notebooks.

*Write a short essay on the topic: "How My Study of Modern World History
**Will Help Me to Become a Better Citizen." Read some of them in class with
***open-forum discussion. Place in notebooks for constant reference, revisions, and additions as the study of the course progresses.

*Discuss the meanings of such statements as the following:
**
*** "The person who does not read has no advantage over the one who cannot."
"Each of us is a historical being."
"History of the community is what memory is to man."
"The further and deeper you work back, the more you can see forward." (Winston Churchill)
"Those who are ignorant of history are condemned to repeat it." (George Santayana)

---

*For the academically less able student
**For the able student
***For the academically more able student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
	4. Political factor Government Policies Role of the people International relations
	5. Intellectual factor Art Literature Philosophy Religion Science
The historian must sift evidence from the past to arrive at truth. He works with written or printed records of human testimony about events and with physical survivals from the past.	C. Methods of the Historian 1. Evaluating of testimony from the past 2. Studying of primary sources
Modern mass-communication channels alone provide an overwhelming flood of information about the world, its peoples, and its problems.	Artifacts Documents Contemporary materials 3. Studying of secondary sources
The historian constantly asks these questions: Who is saying it? What exactly is he saying? Is it consistent with other testimony or already determined facts? Is it credible?	4. Testing of sources: historical method 5. Analyzing and synthesizing of material: historical interpretation
The student of history is constantly engaged in a critical assessment of the meaning and validity of facts and ideas.	
Modern world problems can best be understood through a study of their historical development.	D. Application of Historical Methods to a Study of the World Today and to the Past 1. Studying of sources of information 2. Evaluating of sources of information

*Begin at once to acquire sound study habits in studying modern world **history.
***

1. Keep a list of words with meanings and usage for "Developmental Vocabulary."
2. Keep a list of places with locations and significance for a "Geographical Gazetteer."
3. Keep a list of important people with identifications for a "Who's Who."
4. Keep a record of reading, listening, and viewing with comments for a "Source Chart."
5. Watch for improvement in each of the above. Teachers of English and librarians will be happy to assist.

***Take any major news story dealing with significant affairs in the world today and show how it can be understood only by approaching it historically; that is, tracing its development from the past to the present. Use clippings to show how newspapers cover the story not only with straight news stories, but also with "background" articles, which are really history. Note and emphasize that intelligent citizenship develops with better understanding of historical antecedents. Locate two related stories, one of national importance and one of international importance. With a careful selection of stories, it is feasible to show the interrelationship of national and international affairs. Keep conclusions in notebooks for revisions, additions, and re-interpretations as the course progresses.

B. Factors Influencing History and the World Today

*Indicate on a map of the world the places in the news today as reflected **in the press, on radio, and on television.

*Indicate in varying colors the major powers of the world today with their **colonial possessions and the status of each. Encircle the major regions as follows: (1) Western Hemisphere; (2) Europe, (3) Africa, (4) Middle East, (5) India, (6) Far East.

*Review map reading skills. Consider the kinds of maps available and **their uses in the study of the modern world.

*Assume the role of a geographer and explain to the class how the geog- **rapher makes special contributions to the study of history. Ask questions, ***offer additions, and make recommendations in an open-forum discussion.

**Do the same with roles of political scientists, anthropologists, and ***economists; show how the historian and citizen needs them in interpreting world problems.

**Keep clippings on contemporary world affairs with marginal references and ***underlining to reflect the operation of various factors in the study of history and the world today.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
	3. Analyzing and synthesizing of factors in contemporary world affairs 4. Considering of historical antecedents of contemporary world problems

Attitudes and Appreciations

The student should:

accept the responsibilities and privileges of a good citizen through an understanidng of the peoples of the world, their problems, and their responsibilities

demonstrate respect for, and appreciation of, the dignity and worth of all human beings

become sensitive to the approach of the historian, which is the same as that of an intelligent citizen--both of them analyze, evaluate, and interpret facts and ideas before forming opinions

accept the fact that the well-informed citizen should be aware of the achievements of the social sciences as well as other disciplines in their contributions to the study of history and the contemporary world.

Skills

Social studies skills should be improved and extended. The student should:

develop regular and orderly study habits and procedures

read and use the kind of map projection that is appropriate to the task at hand

*Plan a field trip to the Chicago Natural History Museum to view Melvina
**Hoffman's superb collection of sculpture, "Races of Mankind." Careful
***preparation for the field trip is necessary to its success. The
following steps should be undertaken:

approval of the school principal and inquiry into school policy

contacts with the museum for date, time, suggestions for steps to be taken before the trip, and plans for co-operation with guides

appointment (or election) of committees to handle some of the above details after direct contact has been made by the teacher

outlining of objectives, discussing of background material, and noting "What to Look for."

*Ask to see the catalogs of available films and filmstrips to select those
**which will present peoples of the world. Choose some of the film materials
***to achieve understanding. Under the guidance of the teacher, students may
review the films for the following:

to find specific points to note
to suggest further reading
to select questions for future panels as well as follow-up discussions.

*Inquire: "What is my picture of the world and distant places--'The World
**Today'? How does this picture change as I read, view, think, and discuss?"
***

**Clyde Kluckhohn, an anthropologist at Harvard University, has written:
***"Every human being is born into a world defined by already existing cultural patterns." Write a short essay on an interpretation of this statement. Discuss, using examples and comparisons, with classmates and teachers.

*Choose a role; that is, a student tries to place himself in another person's
**life, as he studies. Roles should be changed in the course of studying the
***world today. Thus, one becomes for a short time an exchange student in England, a farmer in India, a businessman in West Germany, a diplomat in France, a homemaker in Israel, a member of the government of Ghana, or the mayor of his own city.

*Begin the study of "Comparative Governments." Start with our own country
**and choose another that is in the news. Describe and compare constitutions,
***governmental organization, role of political parties, and power of the people to participate both directly and indirectly. This may be done in the form of charts. It may form a continuum for the semester with the addition of governments as countries are studied.

*Choose some of the significant "Questions of the Day" for discussion and
**present them to the class for a vote on:
***

order of importance
selection of the one to discuss
method of discussion
issues involved
sources suggested.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
plan committee work for presentation of panel reports and round table discussions	
demonstrate critical reading, listening, and viewing and thinking by using "the historical approach" to the present as well as to the past	
illustrate writing skills by extracting ideas and facts from periodicals and books and recording them in outlines or notes, in preparation for oral reports or group discussion	
demonstrate insights of vicarious experience	
change topics into limited problems on contemporary affairs focused on the issues involved.	

*Keep a list of the "Questions of the Day" as chosen by the class with **the recommendations for each of the points above; revise as reading, ***listening, viewing, and discussions warrant. Follow through with clippings in a "Source Book" with sources indicated, marginalia of identifications, locations, definitions, and commentaries and/or on separate pages of notebooks. During the semester, follow with panels, round tables, open-forum discussions as well as reports, reviews, and essays on "Questions of the Day" as determined in this process of "Teacher-Pupil Planning." (This continuum pays large dividends in terms of pupil motivation and achievement.)

C. Methods of the Historian

*Compare the work of the archaeologist, who works primarily with artifacts, **with that of the historian, who works mainly with documents.

*Differentiate between "primary" and "secondary" sources. A good practice **exercise in this skill can be found in Horace T. Morse and George H. McCune, ***Selected Items for the Testing of Study Skills and Critical Thinking (Bulletin No. 15, Third Edition, National Council for the Social Studies, Spetember, 1957), Section III, page 36.

*Read and report on some of the accounts of the work of the historians who have **checked the authenticity of famous though false documents in Willis Thornton, ***Fable, Fact and History, (Philadelphia: Chilton, 1957).

*Prepare biographical reports individually on some of the famous historians **of ancient and modern times. Examples follow: Herodotus, Thucydides, ***Gibbon, Macaulay, Guizot, von Ranke, Lord Acton, Charles Beard, Arnold Toynbee. Notice how many men of affairs in the world of the present and the past have been historians as well: Julius Caesar, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Winston Churchill, and Charles De Gaulle. Present reports to the class about these men.

D. Application of Historical Methods to a Study of the World Today and the Past

*Distinguish between the following and explain their importance in under-**standing the "World Today":

***
television and radio "newscasts" and commentaries
television and round-table discussions
television and radio interviews
talks on television and/or radio
news stories
editorials
feature stories
background stories
columnists' views
pages and column placement of news stories
changes in placement of paragraphs within a news story.

TEACHER'S NOTES

(A knowledge of the characteristics of the preceding approaches is invaluable in studying the news. Moreover, the ability to differentiate these types, if applied continuously, is of inestimable worth in citizenship training. Such practice helps in critical reading, listening, viewing, and thinking as bases for forming valid opinions.)

*Clip cartoons and write interpretations; bring them to class and
**discuss them with other students and their teachers. Account for dif-
***ferences in interpretations in the light of backgrounds. Watch for changes in points of view as discussion progresses and discuss explanations for these changes.

*Show a cartoon or picture on a vital contemporary world event on an
**opaque projector. (A frame from a filmstrip may be shown on a film-
***strip projector.) Before this is done, a volunteer may step outside the room. After the cartoon or picture has been shown, several members of the class, independent one of the other, should leave the room and describe what they have seen to the volunteer student. The volunteer then returns to the classroom and reports the various descriptions. The members of the class try to account for the omissions, discrepancies, and/or varying points of view in the descriptions of the same cartoon or picture. Relate the discussion to these topics:

Why Different People See the Same Picture in Varying Ways
Why Journalists See the Same Event in Varying Ways
Why Social Scientists See History in Varying Ways

*Discuss cause and effect in everyday experiences; then, move to con-
**sideration of causes and effects in history. Bring out some of the
***simple errors in causal thinking. Consider, for example, the common human error of explaining things in terms of only one cause, as the Communists,Marxian in their materialist interpretation, use the economic cause. Show how a number of causes determine the course of an event. Use problems in the contemporary world.

*Take an event from world history such as "The Causes for World War II."
**Read what several different historians in standard textbooks, or other
***secondary sources, have to say about this development. List the causes cited under these headings: (1) political; (2) social; (3) economic; (4) ideological. Next, try another classification: (1) remote; (2) immediate. State conclusions.

***Read and discuss the fundamental causal areas in history as explained in Carl Gustavson, Preface to History, (McGraw-Hill, 1956).

**Suppose students are planning to write a "History of the World Today" and
***keep one or more of the following for a project: (1) a record of sources as newspapers, magazines, pamphlets, books; (2) a journal of what is considered significant; (3) suggested chapter titles with notations of revisions from time to time; (4) theme and purposes of the work; (5) some ideas for cartoons. (Draw and interpret several.)

**With the permission of the principal, invite guest speakers, one or
***more graduate students from a university, to tell about their special
subject--history, or any of the social sciences--and to show why it
is interesting and important in citizenship.

*Write in class on the following:
**
***

1. Present a list of the "Topics of the Day" read, viewed, and/or discussed at home and/or in class.
2. Change several topics into problems.
3. List several issues involved in one of these problems.
4. List several sources used on the same problem and issues.
5. Account for varying points of view on the same problem or another problem.
6. Draw tentative conclusions about one problem.
7. Keep the above in notebooks.
8. Make the corrections and suggestions offered by the teacher in class discussions and/or on your paper.
9. Read, listen, view, and think on the same topics or problems and on new ones.
10. Write additions, revisions, and new interpretations of old problems.
11. Do the same for new problems.
12. Watch for improvement in analyses, growth in maturity of judgments, and development in style of writing.

DEVELOPMENTAL VOCABULARY

analysis
anthropologist
antecedent
archaeology
artifact
bibliography
capitalism
cartographer
causal
cause and effect
chronology
climate
colonial
colony
communism
comparative
concept
continuity
continuum
contrast
contribution
culture
cultural anthropologist
cultural heritage
cultural patterns
definition
democracy
democratic
demographic
document
documentation
economic
effect
ethics
ethnic
evidence
generalization
geographic
geography
geology
heritage
historiography
human relations
ideological
ideology
industrial
industrialization
interpretation
judgment
legacy
map projection
mercator projection
metropolitan
nationalism
philosophy
polar projection
political
prejudice
press
primary source
propaganda
psychological
racial
re-interpretation
republic
sequential development
social
social psychology
social science
sociology
source
state
strategic
synthesis
thesis
testimony
universe
urbanization

BIBLIOGRAPHY

**Chase, Stuart. The Proper Study of Mankind. rev. ed. New York: Harper & Bros., 1956.

An exciting presentation of opportunities, achievements, and new trends in the social sciences.

***Gottschalk, Louis. Understanding History: A Primer of Historical Method. New York: Alfred A. Knopf, Inc., 1950.

A work which is intended for the introductory graduate course but one which contains chapters on historical approaches, the method of the historian, and historical sources that can be read by the academically talented high school student.

**Gustavson, Carl C. A Preface to History. New York: McGraw-Hill Book Co., Inc., 1955. (Paperbound ed. available)

An introduction to the study of history with chapters discussing the principal factors in historical causation.

**Kluckhohn, Clyde. Mirror for Man. paperbound ed. New York: Premier-Fawcett Publications, Inc. D-58. 50¢.

A survey of anthropology and the insights it offers for understanding the modern world.

**Nevins, Allan. The Gateway to History. New York: The Macmillan Co., 1938.

An introduction to the appreciation and enjoyment of history.

**Rowse, Alfred L. The Uses of History. New York: The Macmillan Co., 1948.

A brief, popular introduction to the fascination of history.

*Thornton, Willis. Fable, Fact and History. Philadelphia: Chilton Co.--Book Division, 1957.

A collection of brief, easily-read articles about the search for truth in history, false documents, and distortions of history by legend.

AUDIO-VISUAL AIDS

The audio-visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools, 1961.

FILMS

*Global Concepts in Maps. Coronet Films, 1948. 17 min. color (X-G-22).
A must for students of geography and history.

*Latitude and Longitude. United World Films, Inc., 1947. 9 min. b&w (X-L-45).
Two basic concepts made more meaningful through use of transparent globe.

**Aerial Navigation: Maps and Compass. United States Army Signal Corps, 1941. 12 min. b&w (X-N-18).
Types of map projections, the gnomonic, Mercator, Lambert, and others, from the aerial navigator's point of view.

*Boundary Lines. McGraw-Hill Book Co., Text-Film Dept., 1947. 10 min. color (X-B-50).
Central theme reveals drawing of "boundary lines."

*Brotherhood of Man. Contemporary Films, Inc., 1946. 10 min. color (X-B-49).
Scientific information to dramatize anthropologists' conclusions about race.

**Man in the Twentieth Century. March of Time, 1950. 20 min. b&w (X-M-145).
Ideologies of the free world and the communist world.

*Man--One Family. British Information Services, 1946. 17 min. b&w (X-M-60).
An attempt to break down concepts of racial distinction in abilities and achievements of men.

**Propaganda Techniques. Coronet Films, 1949. 10 min. b&w (X-P-71).
Basic methods of detecting propaganda; a fundamental prerequisite for intelligent citizenship and sound "Americanism."

*Argentina: People of the Pampas. Encyclopaedia Britannica Films, Inc., 1957. 16 min. b&w (X-A-29).
Farmers, the modern gauchos, and their activities.

*Australia. Encyclopaedia Britannica Films, Inc., 1949. 11 min. b&w (X-A-102).
A presentation of contemporary Australia in an authentic pictorial survey of the factors operative in making it a land of contrasts: geographical, rural, and urban contrasts.

*Brazil--People of the Highlands. Encyclopaedia Britannica Films, Inc., 1957. 17 min. b&w (X-B-18).

A study in the country's geographical contrasts.

*British Isles: The Land and the People. Coronet Films, 1951. 10 min. b&w (X-B-80).

A visual realization of the sifnificance of industry and trade in the lives of Britishers.

*Building a Nation (Israel). United World Films, Inc., 1949. 20 min. b&w (X-I-27).

The founding of Israel, the new state's problems, and a comparative study with the lives of the Arabs.

*Farming in South China (Si River Valley). United World Films, 1949. 20 min. b&w (X-C-74).

A work showing the consequences of scarcity of land and density of population with the Szechwan basin in southern China as a background.

*India: Asia's New Voice. McGraw-Hill Book Co., Text-Film Dept., 1949. 17 min. b&w (X-I-38).

Emphasis on the story of India's freedom and the problems confronting the new state.

*Mexican Village Life. Paul Hoefler Productions, 1955. 18 min. color (X-M-188).

A portrayal of the people in a small Mexican community, cultivation of crops on small plots of land, and the signfiicance of the church and market days as social centers.

*The Middle East. Encyclopaedia Britannica Films, Inc., 1954. 15 min. b&w (X-M-173).

A study of the resources, peoples, and their homes in the lands of Afghanistan, Iraq, Iran, Saudi Arabia, Lebanon, Jordan, Israel, Turkey, and Egypt.

*The Mohammedan World: Beginning and Growth. Coronet Films, 1953. 10 min. b&w (X-M-163).

Emphasis on the early history of the Mohammedan world and significant contributions of the people.

*Iran: Between Two Worlds. Encyclopaedia Britannica Films, Inc., 1953. 14 min. b&w (X-I-51).

The crucial position of Iran not only in its geographical location, but also in its economic wealth of oil refineries and lives of the people.

*An Island Nation (Japan). United World Films, Inc., 1949. 20 min. b&w (X-J-8).

The efforts of the Japanese people in achieving the maximum from their limited natural resources.

*Nile River Valley and the People of the Lower River. Academy Films, 1950. 17 min. color (X-N-62).

A portrayal of both the old and new civilizations in their effects upon the daily lives of the people.

*Pakistan. Encyclopaedia Britannica Films, Inc., 1954. 14 min. b&w (X-P-104).

An analysis of the factors that divide Pakistan and India.

*Peiping Family. Julian Bryan - McGraw-Hill Book Co., Text-Film Dept., 1948. 20 min. b&w (X-P-72).

Insights into the work, customs, and home atmosphere of a professional Chinese family and some fascinating facts about Chinese languages.

*People of Greece. Encyclopaedia Britannica Films, Inc., 1948. 14 min. b&w (X-P-105).

A survey of Greek life in rural and urban areas about how the Greeks have adapted themselves to their enrivonment and their bontributions to democracy.

*People of Canada. National Film Board of Canada, 1947. 21 min. b&w (X-P-74).

A clear presentation of Canada's position in the world through analyses of her background, history, geography, and contributions of the many ethnic groups.

*Scandinavia. Encyclopaedia Britannica Films, Inc., 1950. 15 min. b&w (X-S-146).

Visits to Norway, Sweden, and Denmark with trips to homes and a portrayal of the role that the sea plays in the lives of these people.

*Turkey. March of Time, 1948. 19 min. b&w (X-T-53).

Turkey's role in the control of the strategic Dardanelles.

*Caravans of Trade. Encyclopaedia Britannica Films, Inc., 1947. 22 min. b&w (X-C-54).

The application of man's knowledge, trade and transportation resluting in a "shrinking world."

*Food and People. Encyclopaedia Britannica Films, Inc., 1955. 28 min. b&w (X-F-130).

An explanation of the relation of food to world peace.

**Inflation. Encyclopaedia Britannica Films, Inc., 1952. 19 min. color (X-I-48).

Excellent background for this problem.

*Know Your Library. Coronet Films, 1946. 10 min. b&w (X-L-1).

A film profitable for both English and social studies classes required to master the fundamental skills for library usage.

**Maps and Their Meaning. Academy Films, 1950. 15 min. color (X-M-131).

A helpful guide in establishing an understanding of diagrams, maps, and geographical symbols as well as the effects of location, altitude, and climate on economic conditions and the lives of the people.

*Our Earth. Encyclopaedia Britannica Films, Inc., 1937. 11 min. b&w (X-E-11).

Emphasis on the physical aspects of geography in relation to human welfare. Film still valuable today.

*Parliamentary Procedures in Action. Coronet Films, 1941. 12 min. b&w (X-P-26).

Dramatization of skills that will help students carry out democratic techniques in their classes, divisions, and clubs.

**We Plan Together. Teachers College, Columbia University, Bureau of Publications, 1948. 20 min. b&w (X-W-44).

Important contribution to a study of the skills needed in developing a problem through co-operative planning of pupils and teacher.

TEACHER'S NOTES

UNIT II

HOW WAS MAN'S WAY OF LIFE CHANGED BY INTELLECTUAL AND POLITICAL REVOLUTIONS DURING THE SEVENTEENTH AND EIGHTEENTH CENTURIES?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The intellectual revolution of the seventeenth and eighteenth centuries, which began in the West, brought changes in man's view of the universe, expanded his horizons, and made way for the coming of the modern world.

Mathematicians, scientists, political economists, and philosophers, using the rational approach to old problems, developed new concepts.

The impact of the new thinking--of such ideas as "natural law," "natural rights," "scientific method," and "the brotherhood of man"--was powerful.

The philosophical concepts of the great thinkers of this era struck blows to patterns of social organization of the old regime, to the abuses of absolute monarchy, and to restrictions of individual freedom. New theories of trade and political economy were applied to fit the realities of life.

The breakdown and abandonment of old ideas prepared the way for an era of political, economic, and social revolution.

OUTLINE OF CONTENT

A. Intellectual and Scientific Revolution

1. Origin in the West
2. New ideas from scientists, mathematicians, and philosophers

Johann Kepler, 1571-1630
Sir Isaac Newton, 1652-1727
Charles de Montesquieu, 1689-1755
Voltaire, 1694-1778
Jean Jacques Rousseau, 1712-1778
Adam Smith, 1723-1790

3. The Great Ideas of the Age of Reason

Scientific method
Rationalism
Natural law
Natural rights
Brotherhood of man
Idea of progress

4. Changes Accompanying Intellectual Upheaval

Decline of manorialism
Development of the nation state
Rise of capitalism
Beginning of greater individual liberty

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. Intellectual Revolution and Scientific Revolution

*On an outline map of the world, indicate the major powers of the late eighteenth century with their colonies, showing:

shift in territorial possessions from France to England
shift in territorial possessions from France to Spain
shift in territorial possessions from England to the United States.

*Imagine they are taking a trip to the following places today and in
**the mid-eighteenth century:
***

from London to Paris
from Boston to Williamsburg
from Philadelphia to St. Petersburg
from Boston to Paris, France
from Berlin to Rome.

*Discuss some impressions received on the above trips, organizing them
**around the following subjects:
***

modes of travel
routes of travel
length of travel time.

*Prepare floor talks based on impressions received on the above trips,
**organizing them around the following subjects:
***

how the people live
how they earn their living
how they celebrate their holidays
how they are governed
what fine arts they produce.

---

* For the academically less able student
** For the able student
*** For the academically more able student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

England's successful revolution against the power of the king spread the significant idea of limited government.

The acceptance of the parliamentary system in England led ultimately to the widespread adoption of this pattern of government.

Americans, who inherited the ideas and advances of the English, fight for greater democracy and individual freedom.

The United States was the first nation to be founded on the political ideas resulting from the principles of the intellectual revolution.

The Declaration of Independence, summarizing the political ideas of the Age of Reason, served to spread the gospel of democracy.

France was the third country to launch by political revolution the great modern experiment of democratic government.

The antiquated social and economic system of aristocratic privileges had lingered much longer in France than in England.

Changing economic patterns, the rise of the bougeoisie, and the effect of world-wide struggles for empire against the British brought about the crisis that the French monarchy was unable to meet.

OUTLINE OF CONTENT

Growth of mercantilism
Emergence of urbanism

B. The English Revolution of 1688

1. Parliamentary opposition to the Stuart kings

2. The Bill of Rights

3. Effects of the Revolution

Limitation of the king's power
Extension of personal liberty
Establishment of a precedent

C. Eastern European Revolution

1. The rise of Prussia--the garrison state

2. The rise of Russia--revolution from the top

D. The American Revolution

1. Desire for Anglo-Saxon liberties by the colonies

2. Failure of the imperial system

3. Ideas in The Declaration of Independence

4. Founding a new nation

5. Meaning of the American Revolution to peoples of the world

E. The French Revolution and the Napoleonic Era

1. Violent overthrow of the Old Regime

Decline in the prestige of the monarchy

** Suppose they had been physical scientists in the seventeenth or eighteenth centuries in a country of their choice, describe and compare the following scientific experiences with those of today:

laboratories
instruments and supplies
methods of experimentation
reception of successful conclusions by the public.

* Take trips to the Museum of Science and Industry to study, sketch, and
** report on one or more of the following developements:
***

the history of mathematics
the history of science.

** Discuss the scientific method as it evolved during the intellectual revolu-
*** tion. Consider how it could be applied as a problem-solving method to meet individual and social problems today.

*** Assume the role of Kepler or Leibnitz and show why the scientist needed the mathematician. Also show how the developments toward the "Conquest of Outer Space" would have been impossible without these earlier achievements by both mathematicians and scientists. Mathematicians and science teachers could be asked for help and suggestions.

* Prepare a biographical list of the important philosophers with brief
** statements to include life span of each, his country, work, and important
*** contribution to the History of Ideas. Note the dates of the death of each and account for the fact that although most of them were not living during the American Revolution or the French Revolution, they still influenced these events.

*** Suppose they were philosophers in the eighteenth century, in a country of their choice. What problems would they encounter in trying to obtain acceptance of any new ideas?

B. The English Revolution

** From reading and research, find the great ideas of the English Revolution
*** as expressed by John Locke. Make an outline chart of quotations from this philosopher and consider their importance in American history.

** Evaluate through open forums, debates, panels, or round tables the following statements:

1. The English people were achieving political, social, and economic democracy through a process of evolution.
2. Americans inherited the ideas and advances of the English struggle for greater democracy and individual freedom.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
In the Fall of the Bastille, in the stirring appeal of the *Marseillaise*, and in the *Declaration of the Rights of Man*, the French Revolution gave to the world symbols for the struggle against tyranny and toward democracy.	2. French experiments with government Limited Monarchy, 1791 First French Republic, 1792 Committee of Public Safety, 1793-1795 The Directory, 1795-1799 Napoleon, the Consulate and the Empire, 1799-1815
For a period of some twenty-five years, France passed through many stages of government, ranging from dictatorship through republic to dictatorship.	3. Influence of Napoleon The spread of "Liberty, Equality, and Fraternity" Military dictatorship Administrative and legal reforms The extension of influence in the new world
Although a military dictator, Napoleon instituted, or was the cause of, many permanent political reforms both in his own country and throughout Europe.	
Among effects of Napoleon's conquests in Europe were: a kindling of the spirit of nationalism in many peoples who resisted him, the spread of administrative reforms, and, ironically for a tyrant, the growth of ideals of democracy--equality before the law and equality of opportunity.	
An indication of the growing interdependence of widely scattered regions of the world was a deep involvement of the western hemisphere in the affairs of Europe.	The United States Latin America
Great social changes soon awakened reaction; fundamentally, however, these could not be stopped and gradually regained momentum.	
Europe, on a temporary basis, attempted to set up machinery for bringing permanent peace between nations.	4. World reactions to war and revolution Congress of Vienna Holy Alliance Quadruple Alliance Concert of Europe *Pax Britannica*
The old concept of the "balance of power" was still the basic method of achieving world order.	

*Visit the school, main public library, and branches to see what can be
**found as materials for the study of the history of the modern world (1750-
***1850). (A "Laboratory Period" or "Supervised Study" in the school library is recommended very strongly, not only to give assistance in the development of needed skills, but also to determine through individual conferences the student's special needs and interests.)

*Consider in review: "What is a bibliography? How do you develop and/or
**locate bibliographies?" Consult with an English teacher and the librarian.
***Make a bibliography card for each book important in our study. Learn to determine what makes a book important in studying history. Classify the kinds of books that contribute to learning history. Write a short paragraph telling why a selected book is important.

C. Eastern European Revolutions

*What is meant by a garrison state? Show how Prussia developed into a garrison state.

**Explain the role of Frederick William I in the development of the garrison state in Prussia.

***Analyze and evaluate the ideas of Frederick William I and show the influence of these ideas in the development of modern Germany.

*What is the relation of Prussia to Germany? What is the status of Prussia today?

***Why was Frederick II called Frederick the Great? Evaluate his work in the light of subsequent events.

**What changes did Peter I bring about in Russia? Why is he called Peter the Great?

***Evaluate the work of Peter the Great in the light of subsequent events.

***The Russian writer, Maxim Gorky, has said: "It is impossible to be a leader without being a tyrant to some degree or other." Would Peter the Great be considered a tyrant? Can Gorsky's position be supported? Give reasons.

D. The American Revolution

*Read, study, analyze, and discuss the first tow paragraphs in the Declara-
**tion of Independence to find the basic ideas. Make sure that the meaning
***of every word is clearly understood.

**Locate some of the basic English constitutional documents or excerpts
***from them, such as the following: Magna Carta, the Petition of Right, Habaeus Corpus Act, the Bill of Rights. (They may be found in some textbooks and in articles on them in the Encyclopaedia Britannica. Also

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT

Attitudes and Appreciations

The student should:

recognize that ideas have played a powerful role in the history of human affairs

perceive that revolutions, caused by the failure of established powers and regulations to meet adequately the thrust of crisis, brought the downfall of old traditions and institutions

cherish our American heritage of freedom, which embodies many ideas and institutional traditions inherited from the long struggle for basic freedoms in English society

prize The Declaration of Independence as one of the great literary monuments along the pathway of human freedom.

Skills

Social studies skills should be improved and extended. The student should:

carry on library research such as making and using annotated bibliographies

present panel and round-table discussions

take class notes carefully for organizing, critical thinking, and reviewing consult the bibliography at the end of this unit under "Source Readings.") Read, study, and take notes on one or more of these documents with regard to these points:

Rights of Englishmen
For what classes of people
Importance for history
Use by American colonists before the American Revolution, in the *Declaration of Independence*, and the *Constitution of the United States*.

**Divide into committees and report on the above with open forum discussions
***after each. Take notes on reports and discussions to save for review,
additions, and future reference.

*Review the fundamental ideas, the events, and the men that are an important
**part of the story of the American Revolution.

***By a chronological outline, show how events, men, documents, and ideas are related in the three revolutions:

the English
the American
the French.

*Consider the following ideas: The English Revolution has been called
**"liberal"; the American Revolution, "conservative"; and the French Revolu-
***tion, "radical." Discuss these ideas and the terms used in present and
past politics.

*Make tape recordings of reports and class discussions to determine how
**these activities can be improved. Play the tapes and analyze them for:
***

logical development of points
contributions by everyone
value of these contributions.

E. The French Revolution and the Napoleonic Era

*Choose roles of various members of French society in 1660, 1715, and 1789.
**After careful study of both primary and secondary sources, dramatize and/or
***discuss these roles. Show attitudes toward government and society, noting
and discussing the changes in outlook at these dates.

***After reading, taking notes, and reviewing information, prepare and outline for your position on one of the following statements:

"The Renaissance led to the rise of the nation state."
"The decline of agrarianism led to the rise of capitalism."
"The 'Enlightened Despots' were more despotic than enlightened."

**Write an argumentative essay carefully documenting your position, with
***historical evidence, on this thesis during either periods of time, 1660-
1763 or 1763-1815.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
demonstrate the use of various kinds of maps and globes in appropriate situations	
make time lines and chronological tables	
outline material in preparation for expository and argumentative themes on historical problems.	

"The rise of Russia and Prussia led to changes in the balance of power in Europe which affected both Europe and the Western Hemisphere."

**Review your notes, compare the English Bill of Rights, the Declaration of Independence, and add the Declaration of the Rights of Man. Use a chart for this activity. (There are, beyond the documents themselves, excellent sources for this project; again consult the bibliography at the end of this unit.)

	The Bill of Rights	The Declaration of Independence	The Declaration of the Rights of Man
Events that led to each			
Basic ideas in each			
Reception by the people			
Significance of each			

This activity reviews our own great heritage, adds appreciation of another, strengthens loyalty and devotion to our country, and points the way for further study in United States History and American Government.

**Evaluate through open forums, debates, panels, or round tables, the
***following statements:

1. The French people established a "revolutionary tradition."
2. The independence of the Spanish and Portuguese colonists in the Western Hemisphere stemmed from the wars against Napoleon.
3. British seapower defeated Napoleon.
4. The Napoleonic Consulate was good for France.
5. The Napoleonic Empire was good for Europe.

*Great orations have been delivered by men about momentous events. Choose
**some of those made by the men below and read aloud sections that portray
***the spirit of the time, trying as you read, to live the role of the speaker:

Burke	Patrick Henry
Mirabeau	Bolivar
Toussaint L'Ouverture	William Pitt, the Younger.

*Divide into committees to report on some of the Latin American peoples,
**showing their contributions to their culture patterns, and the interaction
***of cultures. Make use of maps, sources of their literature, art, and
music.

*Play the "Star Spangled Banner" and the "Marseillaise." Obtain good records with excellent bands, or the school band may assist. Feel the "nationalist" spirit in the music. Present the works with brief statements describing the events leading to their composition. Have a student of French read the French National Anthem and translate the words.

*Play Tschaikovsky's "1812 Overture" and discuss its presentation of Napoleon's Russian campaign.

***Explore the thesis that music plays vital roles in the lives of people. Here is a suggestion: Kings were influenced by chamber music and the minuet. Give examples. Who? When? Where? How? Is the selection played today? Does the school orchestra or band play selections that were composed and performed from 1750 to 1850? What developments were there in oratories and operas?

**Take roles of the leaders attending the Congress of Vienna and hold a
***"mock session" listening to one or more of the pleas of the various statesmen and following with questions from each member of the session. Bring out the points of view of the various countries. Evaluate your work in light of the accusation that the "The Congress of Vienna spent most of its time dancing."

**Show the relationship between the Napoleonic Era and the Monroe Doctrine. What effect has the latter had upon relations between the United States and Latin America?

*Look ahead and compare the work of the Congress of Vienna with the
**Congress of Berlin, 1878; the Paris Peace Conference, 1919; the Munich
***Conference, 1938; and one or more of the "Summit Meetings" in the '50's or '60's in regard to one or more of the following points:

people present
points of programs given
territories involved (locations on maps)
principles involved
arguments presented
evaluations in light of the period
evaluations in light of cause-and-effect relationships for later history.

**"Every war brings its dreamers and realists who envision patterns for
***peace or see the world in terms of 'power politics'."

After reading, taking notes, and reviewing, present a factual outline; argue the position for "peace plans" taken by "dreamers" or for "power politics" taken by realists during one or more of these periods:

1792-1799
1801-1814
1815-1825
1919-1939.

*Compare and contrast the revolutions at the end of the eighteenth century
**with those in recent years regarding:
***

places
reasons
leaders
results.

IMPORTANT DATES

1688--The Glorious Revolution in England
1776--The signing of the American Declaration of Independence
1789--The outbreak of the French Revolution
1815--The fall of Napoleon
1823--The Monroe Doctrine
1848--General revolutionary movements in France, Italy, Germany, Austria

OUTSTANDING LEADERS

Alexander I
Simon Bolivar
Robert Castlereagh
Catherine II
Jean Baptiste Colbert
George Jacques Danton
Frederick II
Frederick William I
Frederick William III
George III
Jacques Rene Hebert
James II
Thomas Jefferson
Benito Juarez
Johann Kepler
John Locke
Louis XIV

Louis XVI
Mary Antoinette
Mary II
Clemens Metternich
Honore Gabriel Mirabeau
Charles de Montesquieu
Napoleon
Horatio Nelson
Sir Isaac Newton
Peter I
Maximilien Robespierre
Jean Jacques Rousseau
Adam Smith
Charles Maurice Talleyrand
Francois-Marie-Arouet Voltaire
Arthur Wellesley Wellington

TEACHER'S NOTES

DEVELOPMENTAL VOCABULARY

absolute
absolute monarchy
absolutism
aristocracy
agrarianism
assignats
autarchy
balance of power
Bastille
Bourbons
cahiers
centralization
coalition
Committee of Public Safety
commune
compromise
conquistadores
conservative
constitutional
constitutional monarch
consul
consulate
continental
continental system
counter revolution
coup d'etat
czar
department
development
diplomacy
Directory
divine right
emigres
encyclopedists
Estates-General
federal
federalism
feudal
freedom from arbitrary arrest
frontier
fourth estate
Girondists
guillotine
habeas corpus
Hapsburg
Hanover
Hohenzollern
ideology
indemnity
Jacobins
junta
laissez faire
"left"
legitimacy
liberal
"Liberty, Equality, Fraternity"
Limited government
manorialism
mercantilism
monarchy
movement
nation
nationalism
nation state
natural laws
natural rights
nature
old regime
Pan-Americanism
parlements
parliaments
philosopher
philosophies
philosophy
physiocrats
plebiscite
puppet state
radical
rationalism
reaction
reason
region
"right"
science
scientific
scorched earth
self-government
separation of powers
serf
serfdom
sovereign
state
suffrage
superstition
taille
third estate
tithe
trend
tricolor
worker

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Biography

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An excellent brief biography of Napoleon that succeeds in presenting him as a human being.

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A biography for young readers of the tragic queen in the French Revolution.

*Komroff, Manuel. Napoleon. New York: Julian Messner, Inc., 1954.
A readable short biography for young people.

**Markham, F. M. H. Napoleon and the Awakening of Europe. New York: The Macmillan Co., 1954.
A short but comprehensive history of the impact of the Napoleonic era on the history of Europe.

**Riedman, Sarah R. Antoine Lavoisier. New York: Nelson, 1957.
A work that is much more than a biography, providing a good picture of the scientific and philosophic changes in pre-Revolutionary France.

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The easy-to-read biography of the Negro revolutionary and liberator of Haiti in the age of Napoleon.

**Sootin, Harry. Isaac Newton. New York: Julian Messner, Inc., 1955.
A clear, readable scientific biography for young people.

**Stevens, William O. Famous Scientists. New York: Dodd, Mead & Co., 1959.
Good biographies of many of the seminal scientists of the Age of Revolutions.

**Vance, Marguerite. Marie Antoinette. New York: E. P. Dutton & Co., Inc., 1950.
An excellent evaluation of queen's role in Revolution.

*Whitridge, Arnold. Simon Bolivar, the Great Liberator. New York: Random House, 1954. (Landmark Books)
Interesting life of a revolutionary leader in South America.

*Winwar, Frances. Napoleon and the Battle of Waterloo. New York: Random House, 1953. (Landmark Books)
A combination of history and biography in readable fashion.

Historical Fiction

**Costain, Thomas B. *Ride with Me*. Garden City, New York: Doubleday & Co., Inc., 1949.
Well-documented picture of Napoleonic period.

**Dickens, Charles. *A Tale of Two Cities*. Various editions.
A classic historical novel of the French Revolution.

**________. *Hard Times*. New York: E. P. Dutton & Co., Inc., 1950.

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Mr. Midshipman Hornblower
Lieutenant Hornblower
Hornblower and the Atropos
Ship of the Line
Commodore Hornblower
Lord Hornblower

Superb narrative style and excellent historical background.

**Hardy, Thomas. *Trumpet Major*. New York: St. Martin's Press, Inc., 1950.
A novel dealing with British Army in Napoleonic Wars.

**Tufts, Anne. *As the Wheel Turns*. New York: Henry Holt and Co., 1952.
Clothing industry in England in 1814.

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A colorful story of Congress of Vienna and its leaders.

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AUDIO-VISUAL AIDS

The audio-visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

*France: Background for Literature. Coronet Films, 1950. 10 min. b&w (X-F-95).
The development of France from points of origin as viewed by its own writers.

*Lafayette Soldier of Liberty. Encyclopaedia Britannica Films, Inc., 1955. 16 min. b&w (X-L-78).
Lafayette's role in our country as a later influence on France.

FILMSTRIPS

Man and His Fight for Freedom. Encyclopaedia Britannica Films, Inc. color (800-758).
"Man's Commerce"
"Man, The Laborer"
"Man's Governments"
"Man, The Lawmaker"
"Man's Search for Liberty" $6.00 each.

Medieval Europe. Encyclopaedia Britannica Films, Inc. color (800-759).
"The Medieval Manor"
"The Town and Its Guilds" $6.00 each.

Backgrounds of Our Freedom. (Partial Set) Heritage Filmstrips, Inc. b&w (800-777).
"Causes of the French Revolution"
"The French Revolution" $3.50 each.

Backgrounds of Our Freedom. (Partial) Heritage Filmstrips, Inc. b&w
(800-804).
"The American Revolution"
"Causes of the American Revolution"
"Zenger and Freedom of the Press" $3.50 each.

Haym Solomon, Financier of the Revolution. Eyegate House, Inc. color
(800-824). $3.90 each.

Our American Heritage. McGraw-Hill Book Co.--Text Film Dept. b&w
(800-833).
"The Birth of Our Freedom"
"Freedom's Progress"
"Freedom Today"
"Vocabulary for Freedom"
"Freedom's Foundation" $4.00 each.

Our National Government. Society for Visual Education, Inc. color
(800-834).
A 366-1 "The Declaration of Independence"
A 366-2 "The Articles of Confederation--A Plan That Failed"
A 366-3 "The Making and the Adoption of the Constitution"
A 366-4 "The Growth of the Constitution" $6.00 each.
$21.60 set of 4.

The Pageant of America Series. Yale University Press Film Service.
b&w (800-835).
$7.00 each.
$195.00 set of 30 including 30 guides.

Miscellaneous Single Filmstrips. Enrichment Teaching Materials. color
(800-860).
EFL-3 "Our Independence and the Constitution"
EFL-4 "The Louisiana Purchase" $6.50 each.

UNIT III

HOW WAS MAN'S WAY OF LIFE CHANGED BY THE AGRICULTURAL REVOLUTION AND THE INDUSTRIAL REVOLUTION DURING THE EIGHTEENTH AND NINETEENTH CENTURIES?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and applications of the following:	
Understandings During the course of the centuries, quietly, with little notice from contemporary observers, many changes in European society were taking place and affecting all aspects of men's lives.	A. Review of Revolutions 1. Definitions and concepts 2. Kinds of revolutions Scientific revolutions Intellectual revolutions Political revolutions Agricultural revolutions Industrial revolutions Technological revolutions
A complex of accelerated changes in the ownership and working of the land, in the production and manufacturing of goods, as well as in the old ways of living, took place in Great Britian. From there, these economic revolutions spread to all parts of Western Europe and the United States. In our own day, technological changes are still continuing in agriculture, industry, and communication; and they are being extended into all areas of the world.	B. The Agricultural Revolution 1. Decline of serfdom 2. Improvements in agriculture 3. Effects of the Agricultural Revolution
Not only did the Industrial Revolution establish factories and the use of mass-production methods, but it also stimulated science and invention, promoted urban living, and set up standards of living.	C. The Industrial Revolution 1. Factors in its development 2. New sources of energy 3. Technological changes in its course

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. Review of Revolutions

*Write during the class period, recalling from previous units, definitions,
**and concepts of the following: revolution, evolution, kinds of revolu-
***tions. Use examples from the reading and the studies from previous units. After class discussion, the teacher or class secretary may write the main points on the chalkboard. Before arriving at conclusions, students should consult dictionaries, encyclopedias, and histories for derivations of such words as evolution and revolution as well as to distinguish between various kinds of revolutions, namely, political, intellectual, scientific, economic, and agricultural. Students may copy results of the discussions in notebooks for later revisions as the result of reading, critical thinking, and additional discussion. Refer to these changes as the study of this unit progresses and is concluded.

*Prepare time lines and/or chronological tables to indicate the dates of
**these revolutions:
***

Scientific Revolution in the sixteenth century
Intellectual Revolution in the seventeenth century
Political Revolutions in the seventeenth and eighteenth centuries.

*Prepare lists of the leaders in each one of the above revolutions with
**their inventions and/or discoveries, dates of these contributions, their
***significance for the progress of mankind.

*Based on additional research and careful limitation of material, write
**an expository essay and/or argumentative theme on one of these problems:
***
How a Revolution Can Become an Evolution
How a Revolution Can Be Scientific
How a Revolution Can Be Philosophical
How a Revolution Can Be Political.

---

*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDUNGS, ATTITUDES, APPRECIATIONS, AND SKILLS

A significant aspect of this period of industrial, economic, social, and ideological upheaval was the stimulation of trade, growth of modern capitalism, rise of socialism, development of nationalism, expansion of colonial imperialism, and growth of democracy.

The interactions of the social, economic, political, and intellectual effects of the changes wrought in agriculture and industry are immeasurable, as are their effects upon people in all parts of the world.

OUTLINE OF CONTENT

- New methods in spinning and weaving
- Changes in locomotion
- Developments in communication

4. Changes accompanying the Industrial Revolution

- Economic
  - Increase in production and wealth
  - Rise of the factory system
  - Growth of capitalism
  - Increase in production
  - Improvement of transportation and communication
  - Expansion of trade
  - Search for raw materials and markets
  - Decline of mercantilism
  - Development of laissez faire
- Social
  - Rise of the middle class
  - Increase in the labor of women and children
  - Growth of cities
  - Movement of people
  - Development of trade unions
- Political
  - Development of nationalism
  - Growth of liberalism
  - Extension of democracy
  - Stimulation of colonial imperialism
  - Movements of social protest
- Intellectual
  - Extension of education
  - Expansion of man's horizons
  - Development of materialism
  - Stimulation of romanticism
  - Growth of humanitarianism

*Bring clippings from newspapers and magazines to illustrate kinds of
**revolutions. Discuss these in class and try to draw tentative conclu-
***sions relative to causes, places, effects, and significane for peoples
in today's world.

B. The Agricultural Revolution

*Keep a list of words with meanings and usage that apply to the study of
**economics in general and to the Agricultural Revolution and the Indus-
***trial Revolution in particular.

*Prepare a time line and/or chronological tables which show the decline
**of feudalism, the development of the Agricultural Revolution. Indicate
***the places, the names, and significance of developments that comprised
the Agricultural Revolution.

***Write and expository essay and/or an argumentative theme on one of these
problems:

How the Enclosure and Engrossing Movements Hastened the Agricultural Revolution
How the Agricultural Revolution Is Continuing in the Twentieth Century
How the Agricultural Revolution Led to Shifts in Population.

*Take one of the following roles; show how daily lives and positions
**changed during the course of the eighteenth, nineteenth and/or twentieth
***centuries:

a farmer and/or landowner in Great Britain
a farmer in New England
a plantation owner in Virginia
a farmer in France.

C. The Industrial Revolution

*Prepare time lines and/or chronological charts showing the following
**items:
***

inventions in spinning and weaving with the name of the inventor, brief descriptions of the invention, and significance
inventions in transportation with the same items
inventions in communication with the same items
inventions in mining with the same items.

*Draw on the chalkboard and explain the basic principles involved in one
**or more of the following, and show how each contributed to revolutionizing
***life:

steam engine
diesel engine
Bessemer process.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT

Attitudes and Appreciations

The student should:

recognize that the Agricultural Revolution and the Industrial Revolution are gradual evolutionary processes which affect all aspect of peoples' lives in many parts of the world

become cognizant of the fact that the study of economics is an important contributing discipline in the social sciences and in man's way of life.

Skills

Social studies skills should be improved and extended. The student should:

develop a specialized vocabulary in economics with the exact meaning of words, terms, and phrases

prepare specialized charts and graphs applicable to economic and historical topics

present time lines and chronological charts of economic developments

read maps that reflect the expansion of trade, growth, and changes in population

write expository essays based on economic data and historical evidence

take part in role-playing to illustrate vicarious experiences

write argumentative essays logically developed.

*Prepare pictorial histories with the use of pictures, filmstrips, and/or
**films for displays, lectures, and discussions on "The Story of the
***Industrial Revolution." Consult Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools, 1961, for appropriate motion pictures. Prepare a list of questions for the class, after a preview of the film by a student committee under the supervision of the teacher. Give the class the questions a day or more ahead of the showing. Discuss the film immediately after the showing to the class. Listen for interpretations of the Industrial Revolution.

**Prepare debates, panels, and/or round-table discussions on such questions
***as the following:

1. "Necessity is the mother of invention."
2. The Industrial Revolution could not have taken place without one or more of these: (The student may desire to limit these points.)

   The Renaissance
   The Decline of Feudalism
   Growth of the Nation State
   The Commercial Revolution
   The Scientific Revolution of the Seventeenth and Eighteenth Centuries

3. The immediate outcomes of the Industrial Revolution determined the course of later industrial revolutions.

*Prepare for field trips through careful arrangements and with permission of
**the principal. Prepare previews of what to see, and follow up with reports
***and discussions. Suggest one or more of these:

Museum of Science and Industry--how the exhibits tell these stories:

Agricultural Revolution, Revolution in Communication, Revolution in Transportation

A Modern Dairy Farm--a Study in Contrasts with Pre-Agricultural Revolution
A Modern Factory--a Study in Contrasts with Pre-Industrial Revolution

*Write an essay on one or more of the above subjects as the result of reading,
**observing, thinking, and discussing.
***

*Bring maps prepared previously--or construct new ones--showing the colonial
**possessions of nations in the seventeenth and eighteenth centuries. Dis-
***cuss the question, "What Is the Relationship of the Industrial Revolution to Colonial Expansion?" Draw tentative conclusions. Keep for reference.

TEACHER'S NOTES

*On a map of the world, indicate the following:
**
*** cities that grew as the Industrial Revolution progressed
cities that declined as the Industrial Revolution progressed
raw meterials demanded by the Industrial Revolution
markets used.

**Prepare graphs to show the expansion of various industries and the growth
***of trade in different nations.

**Consult Mark Van Doren's An Anthology of World Poetry and his An Anthology
***of World Prose and selections which portray phases and/or outcomes of the Agricultural Revolution and the Industrial Revolution. Bring them to class and read some of their selections. Ask the class, with the teacher's guidance, to assist in interpretations of the selections. (English teachers will be happy to help.) Students may desire to consult such writers as Daniel Defoe, George Eliot, Elizabeth Barrett Browning, Oliver Goldsmith, Charles Kingsley, and Henry Thoreau.

*Read and report on some of the personal narratives and descriptions of
**the evils of industrial and urban working and living in the early days
***of the Agricultural Revolution and/or the Industrial Revolution--beyond the above portrayals. Students may desire to include other countries.

**Compare and contrast mercantilism with laissez faire. Draw a line down
***the center of the paper, head one column "Main ideas embodied in mercantilism" and head the second column "Main ideas embodied in laissez faire." Discuss findings in class in regard to such points as these: 1) Role of the government, 2) Role of the people, 3) Effects of each system.

**Write brief expository paragraphs on the following:
***

corporation
law of supply and demand
means of production
free enterprise
socialism.

*Add to students' "Who's Who" with separate sections on "Leaders in
**Industry" and "Leaders in the Labor Movements." The students may desire to subdivide these lists according to leading countries in the world at various periods of time.

*Find differences in the ways of life of people before 1750 and after 1850,
**1900, 1925, 1950, 1960. Draw conclusions about the influences of the
***Industrial Revolution, and scientific and technological changes.

IMPORTANT DATES

1767--Invention of the Spinning Jenny
1793--Invention of the Cotton Gin
1769--Invention of the Steam Engine
1807--Invention of the Steamboat
1825--Invention of the Steam Locomotive
1834--Invention of the Reaper
1844--Invention of the Telegraph
1859--Discovery of Oil in the United States
1866--Laying of the Transatlantic Cable
1876--Invention of the Telephone
1879--Invention of the Incandescent Lamp

OUTSTANDING LEADERS

Alexander Graham Bell
Henry Bessemer
Louis Blanc
Andrew Carnegie
Thomas Edison
Michael Faraday
Cyrus Field
Charles Fourier
Robert Fulton
Samuel Gompers
Charles Goodyear
James Hargreaves
Karl Marx
Cyrus McCormick
Samuel F. B. Morse
Robert Owen
John D. Rockefeller
Henri Saint-Simon
George Stephenson
James Watt
Eli Whitney

DEVELOPMENTAL VOCABULARY

acculturation
agrarian
agriculture
agricultural revolution
apprentice
bourgeoisie
business cycle
capital
capitalism
cartel
collective bargaining
combination
commodities
common pastorage
co-operatives
craft
crop rotation
division of labor
domestic system
economic competence
economic interdependence
economics
enclosure
engrossing
entrepreneur
evolution
factory system
foreign trade
free trade
guild
humanitarian
industrial
journeyman
labor
laissez faire
land (as a means of production)
law of supply and demand
literacy
machine
manager
masses
mass production
master workman
materialism
means of production
monopoly
natural resources
philanthropy
population shift
private enterprise
proletariat
protective tariff
realism
rural
scientific agriculture
self-sufficient
self-sufficient manor
serfdom
socialism
social legislation
supply and demand
three-field system
trade union
trading company
urban
urbanization
utopia
worker

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A collection of biographies of those whose innovations and inventions accelerated the Industrial Revolution.

**Mirsky, Jeannette, and Nevins, Allan. The World and Eli Whitney. New York: The Macmillan Co., 1952.
An excellent biography of the American inventor and industrial innovator.

Historical Fiction

**Dickens, Charles. Hard Times. New York: E. P. Dutton & Co., Inc., 1950.

**_______. Oliver Twist. New York: E. P. Dutton Co., Inc., 1950.
The great English novelist's picture of the social misery of a too-rapid industrial change.

**Tufts, Anne. As the Wheel Turns. New York: Henry Holt & Co., Inc., 1952.
A story of the clothing industry in England in 1814.

Specialized Topics

**Dietz, Frederick. The Industrial Revolution. New York: Henry Holt & Co., Inc., 1927.
An important study by an outstanding historian.

**Heaton, Herbert. Economic History of Europe. New York: Harper & Bros., 1948.
A work covering agricultural and industrial changes in their historical perspective.

**Quennell, Marjorie, and Quennell, Charles H. B. History of Everyday Things in England from 1500-1799, Vol. II. rev. ed. New York: G. P. Putnam's Sons, 1956.

**_______. History of Everyday Things in England from 1733-1851, Vol. III. rev. ed. New York: G. P. Putnam's Sons, 1956.
A superb study of social and economic history in concrete everyday terms.

AUDIO-VISUAL AIDS

The audio-visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools, 1961.

FILMS

*British Trade and Industry. United World Films, Inc., 1949. 20 min. b&w (X-E-35).

A film on two English cities--London, largest port in England, and Newcastle, a typical industrial city--with explanation of England's dependence upon trade to live.

*Eli Whitney. Encyclopaedia Britannica Films, Inc., 1951. 17 min. b&w (X-E-42).

A presentation of Whitney's cotton gin, designing of muskets, development and use of mass production.

*Horsemen of the Pampas. (Argentina). United World Films, Inc., 1948. 20 min. b&w (X-A-97).

An excellent study in contrasts with peoples of non-plain areas.

**Introduction to Foreign Trade. Coronet Films, 1951. 10 min. b&w (X-I-35).

Mysteries of international trade.

**England: Background of Literature. Coronet Films, 1951. 10 min. b&w (X-E-37).

Areas relating to such writers as Dickens, Wordsworth, and Conrad.

*Farmers of India (Middle Ganges Valley). United World Films, Inc., 1949. 20 min. b&w (X-I-19).

Life in an area of over-population, poverty, and underdevelopment of resources.

*Industrial Revolution. Encyclopaedia Britannica Films, Inc., 1942. 11 min. b&w (X-I-12).

The evolution of man's efforts at production from primitive means through the Diesel locomotive.

UNIT IV

HOW DID DEMOCRACY AND NATIONALISM AFFECT MEN'S LIVES IN THE NINETEENTH CENTURY?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

In the nineteenth century, through the efforts of many people over many years, the ideals of democracy were slowly amplified and extended by various humanitarian reforms.

Humanitarianism inspired the imagination of many great writers.

In the nineteenth century, the victory throughout the world over the ancient evil of human bondage, was one of history's humanitarian triumphs.

World opinion played a large part in the anti-slavery movement as it spread from one country to another.

Many social ills attendant upon the changeover to an urban-industrial society were alleviated by laws of a humanitarian nature.

Cruel punishments and harsh laws for minor offenses were modified, and social protection for the helpless and unfortunate was accepted in many nations.

OUTLINE OF CONTENT

A. Ideals of Democracy in Humanitarian Reform

1. Literary expression of humanitarianism

   Novelists

   - Victor Hugo
   - Charles Dickens
   - Leo Tolstoi
   - Fedor Dostoevski
   - Harriet Beecher Stowe

   Poets

   - William Wordsworth
   - Percy Shelley
   - Walt Whitman

2. Abolition of slavery
   - Abolition in the British Empire, 1833
   - Partial emancipation of the serfs in Russia, 1861
   - Abolition of Slavery in the United States, 1865
   - Abolition of slavery in Brazil, 1883

3. Legislative extension of social and economic welfare
   - Protection of factory workers
   - Reform of unjust laws and cruel punishments
   - Better care of mentally ill
   - Forms of social insurance

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs, abilities, and interests.

A. Ideals of Democracy in Humanitarian Reforms

*Find short poems in anthologies of English and American verse, or **quotations from some of the novelists, that illustrate the humanitarian ***spirit in the nineteenth century. Read and discuss them.

**Consider and discuss the philosophy of humanitarianism. Count Tolstoi ***once said, "The vocation of every man and woman is to serve other people." What organizations and voluntary groups in school and community are engaged in projects which help others? How have they served the people?

*Report on projects of humanitarianism in the world about us.

*Prepare and present floor talks to convince people that certain **humanitarian projects are of worth and in need of their services.

**Prepare news stories and feature stories about local humanitarian ***projects, and submit them to the school paper or community newspapers.

**Divide into committees to investigate and report on some of the stories ***of humanitarian reform: the fight against slavery in different countries, such lesser-known reform movements as the fight for prison reform, the care of orphans, better care for the mentally ill, and help to victims of poverty.

**Discuss the relationship between the Industrial Revolution and the ***humanitarian movements of the nineteenth century.

*With the use of timelines and charts, visualize developments in **humanitarian movements and social legislation in various countries and areas during the same periods of time.

B. Ideals of Democracy Through Political and Educational Reform

*Use a chronological outline to summarize the story of the gradual **widening of suffrage in England. Compare the story with that of ***extension of suffrage in the United States.

*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
By the end of the nineteenth century, most Western nations had not only accepted democratic methods—representative legislatures, executive responsibility, political parties, and civil liberties—but also had extended to all male citizens the right to vote and hold office.	B. Ideals of Democracy Through Political and Educational Reform 1. Acceptance of democratic methods 2. Extension of suffrage in Britain Upper middle classes, 1832 Industrial workers, 1867 Agricultural laborers, 1885
Women, gradually attaining greater social and economic equality with men, began to work for suffrage and full political equality. Women of the United States, the British nation, and the Scandinavian countries took the lead in achieving this reform.	3. Growth of the women's suffrage movement 4. Development of public education
The spread of free public education advanced democracy in at least two ways: (1) greater equality of opportunity for all; (2) more effective participation in government.	5. Democracy in France after many experiments Middle-class monarchy, 1830 Socialist "Workshops," 1848 Second French Republic, 1848-1851 Second French Empire, 1851-1870 Third French Republic, 1871-1940
Changes in government, social and economic innovations, and the rise of democracy make the study of France from the revolution to the end of the nineteenth century a valuable exercise in understanding some basic problems of society.	
Italy, with meager natural resources, extremes of poverty and wealth, and limited education made slow progress toward industrialization and humanitarian reform; yet a growing nationalism inspired the struggle for unification and democracy.	C. Nationalism in the Unification of Italy and Germany 1. Unification of Italy Geographic unity Nationalist patriots Steps to unification Constitutional monarchy
Unity failed to solve the basic social and economic problems of Italy.	Problems of the new Italy

*Review, place on a chart, and explain, by comparing with our own govern-
**ment, the governments through the last century of Germany, France,
***England, Japan, and others of interest. Consider the following points:

constitutions--nature, limitations
relation of executive and legislative branches
role of the executive
cabinet responsibility
appeal to the country
extension of the franchise
electorate and elections.

**Use primary sources to analyze the definitions and changing concepts
***in modern times of the following:

democracy
republic
nation

state
nationalism
socialism

*Make a chart of the changes in government in France since 1815. What
**reasons can be adduced for the relative instability of French govern-
***ments?

*
**Use committees to develop a project about the present "Fifth Republic"
***in France:

how it came into being
the nature of the Constitution
roles of president, premier, and cabinet.

Compare the above features with the other four republics.

***Consider these matters:

How did the term originate, and what were some of the original ideals?
What were some of the utopian ideas and experiments that came out of the age of humanitarian reform?
Investigate the ideas of Robert Owen, and of the French utopians Blanc and Fourier.

***Do research, report, and lead discussion on the rise of socialism in nineteenth-century Europe.

C. Nationalism in the Unification of Italy and Germany

**Explore this question: What were the geographic, social, cultural, and economic factors conducive to unification in Italy?

*Prepare brief biographical sketches of the three Italian patriots
**who were important in the unification of Italy: Cavour, Mazzini, and
***Garibaldi. Assess and compare their individual contributions.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Under the leadership of Bismarck and Prussia, Germany advanced rapidly toward unification and industrial power.	2. Unification of Germany The Frankfurt Assembly Prussia under Bismarck Steps in unification, 1848-1871 The German Empire Bismarck's imperial policies
By the end of the century, Germany was able to challenge the industrial, military, naval, and imperial strength of the British and the French.	
	D. Expansion and Nationalism
Attitudes and Appreciations	1. United States
The student should:	2. Russia
be alert to great social ideas like democracy and humanitarianism which find expression in the arts, especially in literature	3. Canada
be conscious that nationalism, a force of great power in both its intellectual and its emotional aspects, can achieve important changes in a society.	
Skills	
Social studies skills should be improved and extended. The student should:	
think critically in oral and written discussions	
recognize social ideas expressed in literature	
practice visualizing great historical movements in terms of charts and maps.	

*Show "Steps in the Unification of Italy" on maps, by charts, by means of
**a series of picture panels arranged chronologically, or by a series of
***cartoons drawn by members of the class.

**The founding of the German Empire in the nineteenth century was a key
***political event in modern European history. Discuss Germany before and after this event in terms of the forces that produced unity and the result that followed.

***Compose a monologue on the following: "Bismarck's Reflections on the Nigh of January 18, 1871." Include the story of his leadership during the course of unification of the German Empire, as it might have run through his mind on that night of triumph.

**Discuss and draw conclusions about "Then and Now" in Germany, comparing th
***present-day problems of unifying Germany with the problems of unification in the nineteenth century.

D. Expansion and Nationalism

** How are expansion and nationalism related?

** On a map trace the expansion of the United States, Russia, and Canada during the nineteenth century.

*** From a study of your map, draw conclusions regarding the similarities and dissimilarities in the expansion of the United States, Russia, and Canada.

IMPORTANT DATES

1832--The Great Reform Bill
1833--Abolition of Slavery in the British Empire
1861--Abolition of Serfdom in Russia
1865--Abolition of Slavery in the United States
1867--Second Great Reform Bill
1870--Unification of Italy
1871--Unification of Germany
1884--Third Great Reform Bill

OUTSTANDING LEADERS

Alexander II
Otto von Bismarck
Louis Blanc
Camillo di Cavour
Benjamin Disraeli
Guiseppe Garibaldi
William Lloyd Garrison
William E. Gladstone
Guiseppe Mazzini
Napoleon III
Lord John Russell
Victor Emmanuel II
Victoria
William Wilberforce
William I
William II

DEVELOPMENTAL VOCABULARY

"appeal to the country"
Australian ballot
"Blood and Iron"
Bundesrat
bureaucracy
cabinet responsibility
cabinet system
Carbonari
Carlsbad Decrees
chancellor
Chartism
confederation
constitutional monarchy
czar
humanitarianism
indemnity
Junker
Kaiser
king
limited monarchy
militarism
multiple-party system
nationalism
nationality
nihilism
occupation forces
Pan-American
Pan-German
Pan-Slav
parliamentary
philanthropy
prime minister
premier
reaction
redistribution
Reichstag
responsible government
"rotten borough"
suffragettes
Tories
universal suffrage
"unredeemed Italy"
utopian
Whigs
Zollverein

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An excellent portrayal, with many photographs, of the famous doctor at work in Afrida.

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A vivid story of the life of this Italian patriot.

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A colorful biography of Mazzini.

**Carr, Albert. Men of Power: A Book of Dictators. New York: The Viking Press, 1956.
Brief biographies of Bismarck and Cavour.

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UNIT V

HOW DID INTERACTION BETWEEN THE EAST AND WEST DEVELOP AND AFFECT MEN'S LIVES DURING THE NINETEENTH CENTURY?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

Interaction between the East and West grew as the nineteenth century waned, spurred on by such differing motives as the search for raw materials and markets, national interests, and Christian missionary spirit, and the spreading of the benefits of Western civilization.

Improvements in transportation made possible a more rapid expansion and exchange of trade and culture.

As a meeting place of many and varied cultures and a strategic crossroads, the Middle East has played an important role in the history of the world.

India, the Far East, and Africa, lands of great riches, became sources of raw materials and markets, offering opportunities for European exploitation.

European influences started a process of change and ferment in old, relatively static civilizations in the world. Western ways of trade and industry, ideas of government and society, and changed patterns of living were carried to all parts of the globe.

OUTLINE OF CONTENT

A. Definitions, Concepts, and Motivating Forces of Imperialsim
   1. Definition
   2. Positive aspects
   3. Negative aspects

B. Cultural Backgrounds and Interactions in Areas of Imperial Interests
   1. The Middle East--"crossroads of the world"
      Geographical situation
      Religious influences
         Judaism
         Christianity
         Islam
      Political factors
         Decline of Turkey
         Interests of "the powers"
   2. India--a subcontinent
      Geographical areas
      Religious influences
         Hinduism
         Islam
      Caste system
      Political interests
         Kinds of governments
         Expansion of the British
         Beginnings of nationalism

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs.

A. Definitions, Concepts, and Motivating Forces of Imperialism

*Write, during the class period, recalling and exploring their minds for
**their definitions and concepts of the following:
***

definitions and concepts of "Imperialism"
definitions and concepts of the "New Imperialism"
positive aspects
negative aspects
conclusions relative to the relationship of the "New Imperialism" to Industrial Revolution and nationalism.

*Hand in their papers if there is not time for discussion during the same
**period. Continue research, reading, and thinking on the above suggestions.
***Take notes. Compare findings during discussion in class. Try to draw tentative conclusions on each of the above items. Keep in notebooks for additions, revisions, and references as the study of the unit progresses.

*List motives for imperialism. Try to classify them according to country
**under such headings as political, social, economic, and intellectual.
***Note how the motives may vary with country from time to time. Indicate which motives appear to be "excuses" or "pretexts," for imperialism. Watch for the realization of various motives in the course of the study of the unit.

*Look up the biographies of explorers and missionaries and report in class
**on their achievements. (David Livingstone and Albert Schweitzer are
***always inspiring.) Show how motives for expansion are reflected.

*Bring maps done previously and review expansion of nations during the
**seventeenth and eighteenth centuries. Note the status of colonial empires at such times as these: 1650; 1700; 1715; 1763; 1789. Account, in discussion, for the changes in ownership of lands around the world.

*On additional maps note the changes in ownership of lands at such times
**as these: 1815, 1842, 1895, 1905, 1914. Account in discussions, essays, and/or round tables, for the changes; note the varying motives, both ideal and real.

*On a series of outline maps indicate:
**
*** the location of basic natural resources—oil, coal, iron, rubber, tin, and others;
former European colonies now independent
European colonies held at the present time.

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*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
In Japan, the usual adaptability of a traditional society, together with the availability of manpower, led to rapid modernization in the Western patterns of government, military organization, and industrialization.	3. Japan--an island empire Geographical factors Structure of the old society Religious elements Buddhism Shintoism Emperor and Shogunate Structure of the "new society" Government Industrialization Expansion
While the Japanese outwardly adopted Western civilization, the Chinese at first refused to accept industrializing, social, or political changes. They were forced, however, to yield to the demands of the expanding powers.	4. China--"a sleeping giant" Geographical divisions Religions Confucianism Buddhism Family life Political developments Manchu Dynasty First Republic
The Dutch, French, and British had tapped the riches of the Orient over the last three centuries; with the impact of industrialization, their penetration and holdings increased.	5. Southeast Asia--French and Dutch interests
The British, in the colonial and imperial fields, brought concepts of responsible government and social reform; as a result, by the beginning of the twentieth century, two new dominions came into existence, Australia and New Zealand.	6. Australasia--British expansion 7. Africa--unexplored areas Geographical factors Potential resources Tribal societies Explorations Partition
During the brief span of the last quarter of the nineteenth century, most of the relatively unexplored continent of Africa was partitioned among the "great powers." The parcels of land became areas for "dreams of empire-building," international rivalries, and imperialistic conflicts.	C. Imperialistic Rivalries, International Tensions, and Wars 1. Conflict of interests in Africa Belgium in the Congo British and Dutch in South Africa Boer War Union of South Africa British and French in North Africa Fashoda Morocco The challenge of Germany

B. Cultural Backgrounds and Interactions in Areas of Imperial Interests

*Show on outline maps how the Middle East is "the crossroads of the
**world." Present a lecture to the class, with the use of Mercator and
***polar projections as well as globes, showing the changes in this concept as the result of the coming of the "Air Age."

**Prepare, through research, for panel discussions on various aspects of
***the cultural heritages of peoples in the Middle East, India, the Far East, and Africa. Divide and limit the topics in relation to the country and/or factor with special regard to definitions, concepts, factual content, understanding, and appreciation of non-European civilizations. Note the impact, ramifications, and significance of European civilizations upon other cultural patterns. (The specific possibilities for exploration, research, and critical thinking presented in oral and written analyses are limitless. The suggestions that follow are but a few possibilities.)

*Through individual or committee research, prepare short lectures and take class notes on the important elements of Chinese civilization:

the cultural heritage--language, arts, literature, and philosophy
religion--Buddhism
way of life--Confucianism.

*Find suitable short quotations in anthologies of oriental literature,
**indicating how the outlook of ancient oriental civilization (China,
***Japan, and others) differs from ours. Some "Sayings of Confucius" will be good examples. Read in class, discuss, make tape recordings, play back, and analyze.

**Prepare floor talks that show the fundamental nature and importance of the following in the lives of people in Asia and Africa:

Buddhism
Hinduism
Confucianism
Islam
Shintoism

*Take the roles of Chinese and Japanese students and compare family living
**in old China and old Japan with that in Western civilization in such
***matters as education, attitude of young people towards elders, family loyalty, and other aspects.

*Prepare reports on methods of agriculture in the older Asia and Africa,
**emphasizing comparison and contrast with the agricultural technology
***and economy of the West.

***Explore the following problems and formulate conclusions:

Why the Japanese were able to remake their society in the Western industrial pattern
Why the Chinese were more resistant than the Japanese to all Western ideas.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

Japan, after a rapid move to industrialization and growth in military power, became the first Asiatic nation to challenge the supremacy of the West.

World War I was foreshadowed not only in the rivalries of the European powers during the final stages of the partitioning of Africa, but in the increasing tensions developing in the Far East and the Middle East.

In the Middle East, the "power vacuum" left by the decline of the Turkish Empire, the conflict of imperialist interests, national strivings of big states and minorities--aggravated by a system of military alliances-- all helped to provide a fertile background for tensions, crises, and wars. In this atmosphere of international anarchy, World War I was launched.

Attitudes and Appreciations

The student should:

be alert to the fact that Western industrialization and technology brought the search for raw materials and markets for finished products

be aware that the revolution in transportation and communication assisted the processes of acculturation in a shrinking world

be sensitive to the values of cultures in many areas of the world

be conscious of the fact that the power conflicts in many parts of the globe laid the background for the remote and immediate causes for local conflicts and World War I.

OUTLINE OF CONTENT

2. Rivalries in the Far East

Expansion of Russia
"Re-opening" of China and Japan
Partition of China
Boxer Rebellion of 1900
Russo-Japanese War of 1904-1905
Japanese annexation of Korea, 1910

3. Tensions in the Middle East

Spheres of influence in Persia
Interests in the Balkans
  Russian ambitions
  German, Austro-Hungarian desires
  British policies
Outcome of the Balkan Wars
Background for World War I
  Conflict of interests
  Assassination of Archduke Francis Ferdinand, heir to Austro-Hungarian throne

4. Economic Imperialism in Latin America

Natural resources
Political conditions
Foreign investments and exploitation
Monroe Doctrine and its corollary

*Make a chronological outline of the contacts of the West with Africa
**and Asia to 1914.
***

*On maps of Africa and Asia, indicate the principal topographical
**features, natural resources, economy, and population. Learn as much
***as possible of the location and relationships of the various regions.
Present these findings before the class in a series of "Map Talks."
Take notes to be used for review, class discussions, and tests.

*Through a study of current newspapers and periodicals, bring above maps
**up to date on political changes. Bring maps to class for discussion of the
***"why" and "meanings of" changes.

C. Imperialistic Rivalries, International Tensions, and Wars

*Divide the class into committees to do research and report on the defini-
**tions and concepts of imperialism and the record of imperialistic
***ventures in modern history of the following countries:

Great Britain
France
Germany

Italy
Holland
Russia

***Demonstrate that differing motives for imperialism can be held by different men within the same country. The following British leaders suggest illustrations:

David Livingstone
Cecil Rhodes
Rudyard Kipling

Lord Durham
Benjamin Disraeli
William Ewart Gladstone

**Compare and contrast the imperialism of Czarist Russia with that of the USSR.

***By means of a series of committee reports, discuss the principal problem areas of the present ferment in Africa.

*Using a chronology, an outline, and graphs of statistics, tell the story
**of the Suez Canal from its construction to the present day.

**Consider the question: Does "trade follow the flag," or is the reverse
***true? Give examples of the operation of both ideas.

*Through committee or individual research, summarize, with notetaking and
**tape recording, the world-wide imperialistic activities of the following
***Western industrial nations before 1914:

England
France
Germany

Russia
Holland
United States

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT

Skills

Social studies skills should be improved and extended. The student should:

- analyze the uses of various kinds of maps and globes
- develop specialized vocabulary in international relations—a subject in one of the social sciences—political science
- take notes, in class, based on discussions, tape-recordings, and lectures
- participate in role-playing to gain insight into the feelings of others
- augment research and library skills necessary for longer reports and essays on limited, significant problems
- write expository and argumentative papers based on research in international affairs.

**Explain Japanese policies as indicated in one or more of these:
***

"Twenty-one demands"
"Asia for the Asiatics"
"Co-prosperity Sphere for the Pacific"

*Explain the realization of German policies with use of maps of Africa
**and Asia and expressed in the slogans:

"A Place in the Sun"
"Drive to the East"
"Pan-Germanism."

*Define "concessions" and "spheres of influence" as imperialistic methods.
**Explain why the opening of China by the West came in these ways rather
***than through outright colonization.

*As a result of the study of this unit, plan a trip to one or more of the
**areas mentioned. The itinerary should reflect insights and understand-
***ings of peoples, of their problems, and of their contributions.

*Write argumentative essays on one or more of the following ideas: (Be
**certain of historical evidence, logical development, clear and concise
***writing.)

Overpopulation is a pretext for imperialism.
Pan-Slavism is a pretext for imperialism.
Pan-Germanism is a pretext for imperialism.
The Soviet Union is guilty of imperialistic expansion.
The "Have-not" themes of Hitler, Mussolini, and Hirohito were pretexts for imperialistic expansion.

**Read some of the above essays in class and place on tape with an open-forum
***discussion on the issues involved and with special emphasis upon the question:

Has evidence been presented to substantiate the arguments?

Play back, take notes, and criticize both the essays and the open-forum discussions.

*On a map of Latin America show the location of various natural resources.

**What foreign nations were interested in these resources and what investments were made?

**How did unstable political conditions create an unfavorable climate for investment?

**What role did the United States assume in protecting Latin American nations from exploitation by non-American nations? Why were we interested in doing this?

**Discuss the thesis:

***

"Imperialism brought nationalism into play in the Balkans, leading to Archduke Francis Ferdinand's assassination which, in turn, became the immediate cause of World War I."

IMPORTANT DATES

1830--Seizure of Algiers by the French
1867--Federation of 1867 (Canada)
1877--Queen Victoria proclaimed Empress of India
1876--Brussels Conference
1882--British conquest of Egypt
1899--Outbreak of the Boer War

OUTSTANDING LEADERS

James Andrew Dalhousie
John George Durham
Charles Gordon
Pasha Ismail
Rudyard Kipling
Oom Paul Kruger
Leopold II
David Livingstone
Napoleon III
Cecil Rhodes

DEVELOPMENTAL VOCABULARY

anarchy
Boer
Boxer Rebellion
Buddhism
Bushido
capitulations
caudillos
colonial imperialism
colonialism
concession
Confucianism
crown colony
cultural diffusion
dominion
emigration
expolitation
extraterritoriality
Good Neighbor Policy
governor general
immigration
imperialism
international anarchy
Islam
itinerary
Judaism
junta
khedive
"mandate from Heaven"
Maoris
mikado
Moslem
open-door policy
Pan-Germanism
Pan-Slavism
penal colony
protectorate
puppet emperor
samurai
sepoy
Shintoism
shogunate
sphere of influence
status
Taoism
treaty port
trek
viceroy
Westernization

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A good biography of de Lesseps, builder of the Suez Canal.

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A good biography with excellent historical background.

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A readable biography of the Queen and her influence upon history.

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Historical Fiction

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The story of a Chinese family and their love for the land.

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The dramatic story of the Far Eastern ports opened to American ships.

**Young, F. B. They Seek a Country. New York: Reynal & Co., Inc., 1937.
An interesting account of Dutch and English colonists in South Africa.

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A readable account of a little-known significant event.

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An easily read story of great Hindu epic, Ramayana.

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Chinese customs to help students understand present-day China.

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A superb study of South Africa and its problems--scholarly, objective, and readable.

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An account of events and their significance for a key nineteenth century year.

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Good reading--enlightening and easy to follow.

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A good readable survey of a vast history.

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Culture and politics of Hawaii, Tahiti, and the Philippines.

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TEACHER'S NOTES

UNIT VI

HOW WAS MAN'S WAY OF LIFE CHANGED BY WARS AND REVOLUTIONS DURING THE FIRST HALF OF THE TWENTIETH CENTURY?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

Fundamental causes for wars can be traced to long-standing social, economic, and political forces.

In quest for "balance of power" as the road to security--in the absence of effective international organization and law--the European powers began to align themselves in opposing secret alliances. Accentuated by nationalistic and imperialistic ambitions, causing international rivalries, tensions, and crises, two "armed camps" developed in Europe.

International negotiations, limited in the early years of the century, were inadequate to control world tensions and local conflicts.

Modern weapons, stalemates in trench warfare, blockades at sea, war of attrition--all helped to contribute to the great loss of life in World War I.

Interdependence of all parts of the world through improved communication and transportation quickly spread the war over the globe.

OUTLINE OF CONTENT

A. The First World War, 1914-1918

1. Long-range causes for the war

    Nationalism
    Imperialism
    Alliances
    Armaments
    International anarchy

2. Immediate causes for the war

    Assassination of the Archduke Francis Ferdinand
    Breakdown of diplomatic relations

3. Declarations of war

    Central powers
    Allied powers

4. The course of the war

    A new kind of war
    Theaters of war
    Wilson and the entry of the United States in 1917
    Lenin and the withdrawal of Russia

5. Peace settlements after the war

    The Fourteen Points
    Rearrangement of the map of Europe
    Rearrangement of the map in other areas

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs.

A. The First World War, 1914-1918

*Recall and review definitions and concepts of nationalism, imperialism,
**balance of power, alliance systems, armaments, international anarchy.
***Conduct a symposium on the weight to be given to these various long-range causes of the war. Indicate "cause and effect" relationships.

*With an outline and a chronology show how the various nations of the
**world became involved in the First World War. Consider what con-
***clusions can be drawn, particularly about the interdependence of nations.

**Define the concept "balance of power," as used by the present-day press, on television, and on the radio. Consider how this concept was expressed in the Triple Alliance and Triple Entente in the period preceding the First World War.

**Through committee or individual research, prepare reports on the
***historical theory of Alfred Thayer Mahan. Draw conclusions as to the influence of Mahan on the naval arms race preceding the war, his influence on the course of the war, and on its settlement.

***Explain the political, economic, and social implications of these changes:

entrance of Turkey into the war on the side of the Central Powers
entrance of Italy on the side of the Allies
entrance of the United States on the side of the Allies
withdrawal of Russia from the war
entrance of Japan on the side of the Allies.

*Prepare floor talks on the following aspects of the First World War—
**some students may be ready to make comparative studies with the Second
***World War:

The Role of the Submarine
The Role of the Diplomat
The Role of the Civilian Authority in Relation to the Military
The Use of Trench Warfare
The Use of Tanks and Planes
The Use of Propaganda.

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*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
	War guilt Reparations The Convenant of the League of Nations
The peace conference at Versailles, represented a conflict between Wilson's idealism and national interests.	
During and after wars in the face of great human suffering and vast economic losses, man has sought ways to further international co-operation.	B. The Period Between the Wars
Although the Hague Tribunal was set up to settle disputes peacefully through voluntary methods, the League of Nations was the first international organization to seek the roots of tensions in the economic, social, and psychological maladjustments of mankind.	1. The League of Nations: failures and successes
Nationalism, in various forms, stages of development, and degrees of intensity, gained momentum during the first half of the twentieth century. As peoples of the world felt the impact of imperialism and industrialization as well as the force of the ideals of liberty and equality, their strivings for freedom increased.	2. The spreading of nationalism Africa--emerging nationalism The Middle East--resurging nationalism Subcontinent of India--the developing nationalism National Congress Party Ghandi
Through the mandate system founded in the League of Nations and later followed by a Trusteeship Council in the United Nations, territories of defeated powers were "held in trust" by nations charged with educating peoples for the techniques and responsibilities of self-government. Although some abuses resulted, many gains occurred--in Africa, the Middle East, and Asia.	China--seeking national unity Divisive forces Dr. Sun Yat-sen's achievements Chiang Kai-shek's work "New nations" from old empires Poland: republic to dictatorship Yugoslavia: monarchy to dictatorship Czechoslovakia: a republic for a generation

*On a map, show the changes made in the boundaries of nations by the **treaties signed with the defeated Central Powers.

***Write an editorial upon the "war guilt" question as it might have appeared in: a Berlin newspaper, a Paris newspaper, a London newspaper, or a New York newspaper.

**Conduct a debate on the proposition: "Resolved: That the basic principles ***contained in Woodrow Wilson's Fourteen Points were followed in the postwar peace treaties and the Covenant of the League of Nations."

B. The Period between the Wars

*Diagram the organization of the League of Nations and show the **machinery in operation with explanations of successes and failures. ***(Some students may be ready to make comparative studies with the United Nations.)

**Present a panel discussion on the topic: "The social, economic, and ***intellectual achievements of the League of Nations surpassed the political accomplishments."

*List reasons for the refusal of the United States to join the League **of Nations; argue, with concrete evidence, pro and con on the above ***topic.

*Recall earlier studies of nationalism; write definitions and concepts **of the word with as many examples as can be recalled; show why and ***how nationalism changed during these times:

French Revolutions, 1789, 1830, 1848
Unification of Germany; Unification of Italy
Union of South Africa in 1914, 1939
Japan, 1904, 1931, 1940.

*On a map of the world show the nations in existence in 1914, 1919, **and 1939. Discuss the reasons for the changes and evaluate through ***round-table and open-forum analyses, this statement: "The principle of self-determination of peoples was followed during this twenty-five-year period, 1914-1939."

*On a map of the world, indicate the nations that received mandates **after World War I with the territories they were to hold "in trust." ***Organize committees and take roles of the mandated peoples and heads of the mandatory powers; after research, hold a "mock session" of a Mandate Commission of the League of Nations to report complaints of mandated peoples, and defense of these complaints by the mandatory powers.

***(Some students may be ready to analyze a comparative study of the "Mandate System of the League of Nations" and the "Trusteeship Council of the United Nations.")

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
While some people were being educated for self-government, others pursued policies of "non-violence"; still others advocated wars and revolutions.	
China struggled for a republican form of government and national unity midst turmoil stemming from conflicts of selfish "warlords," Japanese expansion, and communist infiltration.	
Collapse of two old empires, the Russian and the Austro-Hungarian, with their many ethnic groups, found people with a common cultural heritage founding new governments--and changing their forms--to meet old and new problems in their quest for self-determination.	3. The "older" European nations
Some peoples searched for solutions to complex problems through constitutional means and democratic processes with governments responsible to their electorates.	
Great Britain's policy of "gradualism" was reflected in her evolution of political, social, and economic democracy in the extension of suffrage to all over twenty-one, the limitation of the power of the House of Lords, and in the expansion of social services.	Great Britain: first labor ministry to conservative ministry
France continued to be faced with political, social, and economic cleavages in her efforts to resolve questions created by the instability of cabinets, inequities in taxation, and the recurrence of international crises.	Third French republic: struggles for survival

*Prepare an outline of the topic: "Africa is a continent of many divisive
**forces--geographic, political, and cultural." Discuss your outlines and
***draw conclusions in regard to problems faced by peoples seeking unity.

*Prepare panel or round-table discussions, followed with open forums, on
**one or more of these problems:
***

How was nationalism intensified in the Arab world?
How did Gandhi's policy of non-violence aid nationalism in India?
How did the history of China, from approximately 1924 to 1939, reflect a struggle for possession of its fertile crescent?
How did the United States educate the people of the Philippines for self-government?

***Make a bibliography of world history books and/or history books of various areas and countries. Try to locate sources with publication dates before, during, and immediately after World War I, as well as for certain epochal dates, as 1929, 1933, 1939, 1941, during World War II, and since World War II. Take notes on such world figures as the following and account for the differing points of view found in each source:

Woodrow Wilson
Winston Churchill
Joseph Stalin
Benito Mussolini
Chiang Kai-shek
Dr. Sun Yat-sen
Franklin D. Roosevelt
Adolf Hitler
Jawaharlal Nehru.

**Draw a chart, naming those nations of the world on which committees have
***been able to collect materials; study and evaluate in regard to one or more of these topics at such crucial dates as: 1900, 1914, 1918, 1933, 1939, and 1946.

Country	Government	Economic Problems	Chief Problems
United States			
Great Britain			
France			
Japan			
Russia			

*Collect definitions of economic nationalism, autarchy, and dictatorship.
**Explain their relationships in written essays, oral discussions, and
***evaluations of these topics:

Wars promote economic nationalism.
Economic depressions promote autarchies.
Autarchies are impossible without dictatorships.
Economic nationalism promotes wars.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Denmark, Norway, Sweden, and Finland found temporary answers to multiple problems within the framework of constitutional monarchies, parliamentary systems, and democratic procedures.	The Scandinavian states: "The Middle Way"
The German people, with a long history of monarchial government, brought forth their first democratic republic with a constitution containing an "emergency clause"—a door to dictatorship.	Germany: The Weimar Republic
Although some nations recovered from industrial dislocation after World War I, recurring economic crises threatened international stability. Policies, leading to authoritarian nations, further endangered the peace of the world.	4. Depression and the development of economic nationalism Inflation Depression Trade barriers
The multiple economic, social, political, and intellectual conflicts which remained unresolved produced despair, and became fertile soil for the false promises of totalitarian ideologies of communism, fascism, and nazism.	5. Revolutionary nationalism—totalitarian ideologies Russian communism Seizure of control by the communists
Russia became the first of the ruthless postwar dictatorships to arise in Europe.	Russian communism Seizure of control by the communists Dictatorship of Lenin The New Economic Plan The Five-Year Plan Succession of Stalin
Contrary to the expectations of the Marxists, communism received its first trial in largely agricultural Russia rather than in an urban, industrial country.	

*Debate, and follow with an open-forum discussion this proposition:
**"Resolved: That the economic depression brought Hitler to power in
***Germany."

*Outline and write an essay on this question: "How do the economic
**conditions in one country affect another country?" Place limitations
***on time and area.

*Present a panel or round-table discussion, followed with open forum, to
**determine to what extent this statement applies to the Russian Revolu-
***tions in 1917: "Coming events cast their shadow before them."

**Assume one or more of these roles in the Russia of 1924:
***

Social Democrat
Trotsky
farmer
teacher
factory worker.

In the above role, account for your position and attitude in relation to the following topics:

the Bolshevik Revolution
right to vote
economic conditions.

***Imagine being a foreign correspondent in Rome during the 1920's. What events would be reported for a newspaper favoring Mussolini? For one opposing him? How might attitudes reflected in the news reports change between 1922 and 1940? (This may be applied to Germany and Japan as well as other places chosen by teacher and students.)

*Find copies of Mussolini's Autobiography and/or Hitler's Mein Kampf.
**Read sections and take notes with a view to discussion of this state-
***ment: "Mussolini and Hitler told the world of their plans." Also
use this experience in regard to statements by Lenin, Stalin, and Khrushchev.

*Consider, discuss, and draw conclusions about these questions:
**
***

What changes took place in Japan in the period following the First World War?
How was China handicapped in her struggle against Japan? What efforts were made to overcome these handicaps?
What changes took place in India in the period following the First World War?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Italy, economically depressed and politically chaotic in the postwar years, fell prey to the totalitarian regime of Mussolini and his Fascist party.	Italian fascism Postwar economic dislocation Political frustrations Mussolini's rise to power Fascistic ideology
Japan—with a constitution and government shaped from a fusion of concepts, ideals, and instruments of the West; markedly influenced by the German Empire and by Japanese philosophy and history—turned to a military dictatorship with a policy of "Co-prosperity Sphere in the Pacific" and "Asia for the Asiatics."	Japanese military fascism Shintoism and position of the Emperor Struggle between civil, naval, and military
After successes and failures during a very brief trial of democracy Germany accepted the totalitarian rule of Hitler and the National Socialists.	German Nazism Hitler's rise to power Program of the National Socialist party Nazi tyranny
As a result of the inability of statesmen to use either international machinery or diplomatic negotiations to resolve complex economic and political crises—while dictators increased armaments, followed aggressive policies, subjugated alien peoples—a second world war opened within twenty-five years.	C. The Second World War 1. Steps to war Japan's invasions Manchuria China Mussolini's conquests Ethiopia Albania
World War II—more destructive of human life and property and more ghastly than any previous holocaust—began as an "undeclared war," and spread with the ruthless acquisition of neutrals; it ended with the first atomic bomb, unconditional surrender of the Axis nations, and occupation of their lands by four Allied powers.	Spain: testing ground for dictators Hitler's invasions Rhineland Austria Czechoslovakia Rome-Berlin-Tokyo axis: alliance of dictators Diplomatic revolution: Hitler's agreement with Stalin

C. The Second World War

*On a timeline, show the aggressive acts which preceded and led to World
**War II. Consider what efforts were made to resolve these conflicts and
***why they failed.

*List the chief causes for the failure of disarmament between 1920 and
**1940. Are these causes present today? Seek the answers to this ques-
***tion through analysis and discussion.

*Present a debate on the proposition: "Resolved: That the fundamental
**causes for World War I and World War II were the same." Follow with
***an open-forum discussion. (This proposition may be broken into such subtopics as: imperialism, balance of power, totalitarian ideologies, or an assessment of responsibilities for war in terms of an individual's actions, such as William II and Hitler.

*On a chart, show when and how the various nations of the world became
**involved in World War II.

***Write an editorial on Hitler's invasion of Poland as it might have appeared in the following newspapers: Berlin, Warsaw, London, Tokyo, Moscow, Washington. (Students might be interested in reading editorials which appeared in Chicago newspapers at the time. They are available in the public library on microfilm.)

*Divide into committees, each to present one theater of the war. Use
**maps, charts, graphs, pictures, films, filmstrips, or other instructional
***materials.

**On bases of scientific interests, divide into committees to report on the
***development of the atomic bomb and its significance.

*Show, by graph, the cost in human lives, money, and natural resources
**to the nations that participated in World Wars I and II.
***

*Read and/or listen to recordings of speeches given by Winston Churchill,
**Charles DeGaulle, and Franklin D. Roosevelt. List the important ideas;
***discuss their meaning for the peoples at war.

*Bring to class copies of Woodrow Wilson's Fourteen Points and the
**Atlantic Charter. As a class project, list significant ideas from
***each. Debate or present a round-table discussion, followed by an open forum, on the question---"Resolved: That the Atlantic Charter went beyond the Fourteen Points in promises of freedom and equality." (Students may be ready to relate and analyze the implications of this proposition with special references to particular developments since World War II as found in great documents: Universal Declaration of Human Rights, Covenant for Human Rights; the independence of nations--Israel, Ghana.)

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Again, in the midst of the grim realities of war and destruction, statesmen issued great documents containing noble principles which kindled the hopes of peoples throughout the world.	
For the first time in the history of mankind, promises of "freedom from want" and "freedom from fear" were written into international documents.	2. Military course of the war Hitler's invasion of Poland Alignment of nations Weapons and strength Theaters of war Atomic bomb
And again, statesmen envisaged an organization "to maintain international peace and security...."	3. Diplomatic developments Atlantic Charter, 1941 United Nations Declaration, 1942

Attitudes and Appreciations

The student should:

recognize that sweeping political, social, economic, and intellectual changes are not brought about overnight by wars and revolutions; rather they envolve slowly over long periods of time

be sensitive to the tremendous changes that can be traced through cause-and-effect relationships and interactions of cultural patterns of peoples in all areas of the world.

Draw a line down the center of a sheet of paper. Head one column, *"The 'First Ten Amendments' to the Constitution of the United States," and head the other column, "The 'Four Freedoms' of the Atlantic Charter." After a careful reading and thoughtful study, list findings, explain their significances, and draw conclusions. Bring results to class; compare and evaluate them in discussion with peers.

**Make a chart showing all the movements pointing toward international **co-operation during the period from 1900 to 1946, explaining the ***successes and failures of each.

*Write an editorial expressing the hopes of mankind for a permanent **peace at one or more of the following periods of history: 1919, 1929, ***1931, 1939, 1941, 1946. (Students may write this editorial from the point of view of a resident of a particular country.)

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Skills	
Social studies skills should be improved and extended. The student should:	
develop careful study habits	
carry on library and research skills—the compilation and use of bibliographies and accurate note-taking.	
habitually read and use maps, globes, charts, and graphs as a part of his study	
develop critical thinking through logical outlines, briefs, argumentation, and debate.	

IMPORTANT DATES

1914--Outbreak of World War I
1917--U.S. entry into World War I
1917--Russian Revolution
1918--Treaty of Versailles--end of World War I
1922--Seizure of power in Italy by Mussolini
1931--Japanese seizure of Manchuria
1933--Election of Hitler as Chancellor of Germany
1935--Italian invasion of Ethiopia
1936--Outbreak of Spanish Civil War
1937--Repudiation of the "war guilt" clauses of the Treaty of Versailles by Germany
1933--Munich Pact
1939--Outbreak of World War I
1941--Altantic Charter
1941--U.S. entry into World War II

OUTSTANDING LEADERS

Neville Chamberlain
Chiang Kai-Shek
Winston Churchill
Edouard Daladier
Charles DeGaulle
Dwight D. Eisenhower
Mohandas Gandhi
Paul von Hindenburg
Adolf Hitler
Alexander Kerensky
Nikolai Lenin
Douglas MacArthur
Benito Mussolini
Nicholas II
Henri Phillippe Petain
Franklin D. Roosevelt
Joseph Stalin
Leon Trotsky
Harry S. Truman
Woodrow Wilson

DEVELOPMENTAL VOCABULARY

airborne
apartheid
appeasement
"Arsenal of Democracy"
austerity
autarchy
Axis
balance of power
blitzkrieg
collective farm
commissar
Commonwealth of Nations
communism
confederation
conscription
convoy system
covenant
deflation
dictatorship
dictatorship of the proletariat
dole
fascism
fascist
fifth column

five-year plan
flying fortress
foreign exchange
Gestapo
global
"Have" nation
"Have-not" nation
inflation
interdependence
international anarchy
international law
kulak
Kuomintang
luftwaffe
Maginot Line
mandate
mandatory
militarism
minorities
moratorium
nazi, Nazi
Nazism
nonaggression pact
"phony war"
pincers movement

plebiscite
police state
Polish Corridor
Politburo
presidium
protective tariff
puppet state
quisling
radar
reparations
R.A.F.
sanction
seaborne
secretariat
self-determination
self-sufficiency
sovereign
sovereignty
soviets
stalemate
totalitarian
total war
V.E. Day
V.J. Day
"war guilt"

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**Carr, Albert H. Men of Power: A Book of Dictators. New York: The Viking Press, Inc., 1940.
An explanation of how dictators rise to power in careers such as those of Mussolini and Hitler.

**Eaton, Jeannette. Gandhi: Fighter Without a Sword. New York: William Morrow & Co., Inc., 1950.
The story of a great Indian leader.

**Moorehead, Alan. Winston Churchill in Trial and Triumph. Boston: Houghton Mifflin Co., 1955.
A brief, interesting biography of one of the great men of his century.

**Sheean, Vincent. Mahatma Gandhi. New York: Alfred A. Knopf, Inc., 1955.
A biography of the greatest peaceful revolutionary.

**Wibberley, Leonard. The Life of Winston Churchill. New York: Farrar, Straus, & Young, Inc., 1956.
A complete and interesting biography.

Historical Fiction

*Andrews, Mary E. Messenger by Night. New York: Longmans, Green & Co., 1953.
A youth's adventures in the attempt to regain the Greek island of Rhodes in World War II.

**Hersey, John Bell for Adano. New York: Alfred A. Knopf, Inc., 1946.
Occupation of an Italian town during World War II.

**Remarque, Erich Maria. All Quiet on the Western Front. Boston: Little Brown & Co., 1929.
The classic war story of World War I.

Special Topics

**Amrine, Michael. The Great Decision: The Secret History of the Atomic Bomb. G. P. Putnam's Sons, 1959.
The decision to drop the atom bomb in World War II--a well-told story.

*Bliven, Bruce, Jr. The Story of D-Day: June 6, 1944. New York: Random House, 1956. (Landmark Books)
The Allied invasion of France in World War II--an easy-to-read account.

**Cameron, James. 1914. New York: Rinehart & Co., Inc., 1959.
A British writer's account of the events of the first year of World War I.

*Galt, Tom. The Story of Peace and War. New York: Thomas Y. Crowell Company, 1952.
Wilson's Fourteen Points and the Treaty of Versailles--a readable exposition.

**Kalb, Marvin. Dragon in the Kremlin. New York: E. P. Dutton & Co., 1961.
The Russo-Chinese Alliance and its effect upon other nations of the world.

*Lawson, Ted W., and Considine, Bob. Thirty Seconds Over Tokyo. New York: Random House, 1953.
Young people's version of a personal experience story of the Doolittle Raid in 1943.

**Moorehead, Alan. Russian Revolution. New York: Harper & Bros., 1958.
A book version of a popular Life Magazine series.

**Paul, Daniel with St. John, John. Surgeon at Arms. New York: W. W. Norton Co., 1958.
An interesting story of a British doctor taken prisoner by the Germans and assisted by the Dutch underground.

**Pyle, Ernie. Brave Men. New York: Grosset and Dunlap, Inc., 1946.
The famous war correspondent's story of the GI's in World War II.

**Ramak, Joachim. Sarajevo. New York: Criterion Books, Inc., 1959.
The story of the plot and counterplot that resulted in the assassination at Sarajevo and the immediate cause of World War I.

*Reynolds, Quentin. Battle for Britain. New York: Random House, 1953. (Landmark Books)
An epic story of the British battle in 1940 against the Nazi onslaught.

**Roosenburg, Henrietta. The Walls Came Tumbling Down. New York: The Viking Press, Inc., 1957.
A very dramatic story of a young woman taken prisoner by the Germans during World War II.

References

**Howe, Quincy. World History of Our Times, 1900-1919. New York: Simon & Schuster, Inc., 1947.
Readable chapters on the principal topics of the period.

**________. World Between the Wars. New York: Simon & Schuster, Inc., 1953.
A continuation of the work above.

**Kennan, George F. Russia and the West Under Lenin and Stalin. Boston: Little, Brown, & Co., 1961.

An excellent history of Russia during and between the two world wars.

Sources and Documents

**Kohn, Hans. Basic History of Modern Russia. paperbound ed. New York: D. Van Nostrand Co., Inc., 24-Anv. $1.25

**Snyder, Louis L. World in the Twentieth Century. paperbound ed. New York: D. Van Nostrand Co., Inc., 4-Anv. $1.25.

UNIT VII

HOW IS MAN ACHIEVING "HORIZONS UNLIMITED" THROUGH THE SCIENCES, TECHNOLOGY, THE SOCIAL SCIENCES, AND THE HUMANITIES?

UNDERSTANDINGS, ATTITUDES APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The use of scientific method—experimentation, observation, hypothesis, and verification—in the study of human biology and pathology, brought remarkable strides in the campaign against disease.

The practice of medicine and surgery, cleansed of the burden of superstition and witchcraft, became professional in its standards, scientific in its methods, efficient in the modern technological sense, and humanitarian in its ideals.

Victories over disease have greatly increased human life expectancy, a fact of great economic and political significance.

Understanding of heredity and the mechanics of biological change has grown through application of fruitful theories.

The study of psychology, moving from the realm of philosophy into the area of science, developed tools and insights of immense value in the understanding of human behavior.

OUTLINE OF CONTENT

A. Extension of Man's Life and View of the Universe Through Scientific Progress

1. Achievements in biology and medicine

Edward Jenner (1749-1823), vaccination for smallpox
Louis Pasteur (1822-1895), bacteria as a cause of disease
Joseph Lister (1827-1912), antiseptics against infection
Robert Koch (1843-1910), germ theory of disease
Alexander Fleming (1881-1955), penicillin
Jonas Salk (1914-   ) vaccine against polio

2. Changes in biological concepts

Charles Darwin (1809-1882), the theory of evolution
Gregor Mendel (1822-1884), the process of heredity

3. Rise of the science of psychology

Wilhelm Max Wundt (1832-1920), the brain as an organ
Sigmund Freud (1856-1939), the subconscious and psychoanalysis

SUGGESTED LEARNING EXPERIENCES

A. Extension of Man's Life and View of the Universe Through Scientific Progress

Listed below are activities in which students may engage according to their needs.

*List some of the contributions (to the present time) in the various **fields of biology and medicine that have benefited peoples in all parts ***of the world. Describe some of the changes that have taken place in the lives of people as a result of these contributions.

*Using any one scientific development, follow the growth of its appli- **cation in any of the fields studied in this unit. Refer also to previous units and bibliographies.

***Invite teachers or students or both to draw diagrams and perform experiments which may help to prove one of the concepts brought out in this unit.

**Consider some of the special areas in the practice of medicine and ***surgery. Have committees report on possible careers in these fields, both in the practice of medicine and in jobs that aid the doctor in his work.

**In current periodical articles, read some of the recent advances and ***future prospects for advances in the biological and physical sciences.

*Find films, filmstrips, or audio materials dealing with the history of **modern science. Student committees may preview and present them and ***conduct discussions before and after the material is used.

*Prepare brief individual biographical sketches of the important people **who played a part in the advancement of the sciences. Role-playing ***may be a means of understanding better their problems and achievements.

B. Technological Applications of Scientific Advances

*Describe some of the essential differences between the changes that **comprised the "industrial revolution," about 1750 to 1850, and those that have resulted from the "new industrialism," about 1850 to the present.

*Contrast the results of the two "revolutions" (above), classifying **results, for convenience, into such categories as:

political
social
economic
intellectual.

---

*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Scientists depend upon mathematicians for their language and their logic. Innovations in mathematics have often led to important advances in the physical sciences.	4. Mathematics and new concepts of the universe Karl Jacobi (1804-1851), revival of the atomic theory Dmitri Mendeleev (1834-1907), the periodical law
An old philosophical concept, dormant for many centuries, can sometimes be revived and put to use. Physicists took their starting point for the atomic theory from an idea expressed in ancient Greece by the philosopher Democritus and in Rome by the poet Lucretius. The great strides made by science in the last hundred and fifty years show the value to a society of pure science as well as applied science.	5. Developments in physics and chemistry John Dalton (1766-1844), revival of the atomic theory Dmitri Mendeleev (1834-1907), the periodical law Joseph Willard Gibbs (1839-1903), synthetic chemistry Wilhelm Conrad Roentgen (1845-1923), x-rays Pierre Curie (1859-1906), and Marie Curie (1867-1934), radium and radioactivity Ernest Rutherford (1879-1954), splitting of the atom Albert Einstein (1879-1954), formula for energy in the atom's nucleus
Changes in thinking and in technology, resulting from scientific discoveries, often precipitate serious problems of social adjustment.	6. Social problems resulting from scientific changes Social adjustment The problem of control
Application of new scientific technology has "shrunk" the world and changed the living patterns of mankind, producing a greatly expanded population, urban rather than rural, conforming and materialistic in outlook, with a loss of spiritual orientation. The technical application of knowledge obtained from scientists has worked miracles in agriculture and industry.	B. Technological Applications of Scientific Advances 1. Applications to agriculture Improvement in lands, crops, and cattle Improvements in farm methods and machinery Improvements in preservation of food Development of the science of nutrition

*To illustrate developments and achievements studied in this unit,
**conduct field trips. Include such places as the following:
***

Art Institute
Illinois Institute of Technology
Northwestern University Institute of Technology
Fermi Institute for Nuclear Studies
Argonne Laboratories
Merchandise Mart
modern factories
newspaper plants.

*Using charts and graphs, compare and contrast the following for the
**eras 1850 to 1900, and 1900 to the present:
***

modes of travel
speed of travel
growth in populations
distribution of populations
means of production
distribution of products
means of communication
treatment of disease
literary expression: prose, poetry, drama
fine arts: architecture, painting, sculpture, music
education: kinds of schools, curricula, attendance.

C. Progress in the Social Sciences and the Humanities

*Evaluate through class discussion, and draw conclusions from, the
**following statement: "The world needs a Newton or an Einstein in
***the study of man and his society."

*Review some of the important definitions and ideas about the social
**sciences suggested in Unit I.
***

**Using the Readers' Guide, select and report on articles from periodicals
***relating to the very recent work done in the social sciences.

*Distinguish between physical anthropology and cultural anthropology,
**and explain what each study contributes to our understanding of peoples
***and world problems.

**Select some of the world problems already studied this semester, and
***show how the work of social scientists might help to resolve them.

*Referring to the Encyclopedia of Social Sciences, explain the meaning
**of these terms as used by the social scientist:
***

race
culture
nationality
language
civilization.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
The production of better and more abundant food has helped produce great increases in human longevity by improving physical health and well-being.	
	2. Application of science to industry New sources of power Revolution in transportation and communication Size and control of industrial enterprise World spread of industrialism Automation
Economic and social maladjustments of a civilization lagging behind its scientific and technological development make some of the most serious problems faced by local, national, and international leaders.	3. Social effects of advanced industrialization Population changes Urbanization Conformity and materialism New social problems
	4. Political effects of the New Industrialism Role of the State Economic planning International industrial relations
Fields of study dealing with man as a social being were slow in developing methods of scientific investigation comparable to methods used in the physical and biological sciences.	C. Progress in the Social Sciences and Humanities 1. Achievements of the social sciences Economics Sociology Psychology Social psychology Psychiatry Anthropology 2. Contributions of the humanities Literature Art Music Philosophy

*Show how inaccurate use of the foregoing words can, in part, lead to
**misinterpretation and breakdown in the relations between peoples
***through:

prejudice
discriminatory practices
infliction of hardship and suffering.

*Play and listen to recordings of some of the following:
**
***

Sibelius' Finlandia
Smetana's Moldau
excerpts from Wagner
selections from Latin American music
selections from African rhythms (note intercontinental influences)
selections from Far Eastern music.

*About the above musical selections, consider to what extent they illus-
**trate movements, characteristic moods, or significant geographic or
***historical factors of the composer's homeland.

*Visit the Art Institute and use the experience to draw conclusions
**about the importance of the arts in expressing the higher nature of
***different peoples and changing eras of the world.

*Obtain slides of great pictures to illustrate various developments in
**painting, sculpture, and/or architecture. Organize into committees
***around trends;.prepare brief illustrated lectures.

*With the assistance of art teachers, prepare exhibits to reflect
**trends in the history of art. These may be students' works or good
***copies of the artists' works.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT

Attitudes and Appreciations

The student should:

appreciate that many "new" scientific and mathematical concepts, even the atomic theory, were foreshadowed in the writings of earlier philosophers and scientists

realize that changes in thinking and in technology, resulting from scientific discoveries, often precipitate serious problems of social adjustment

be sensitive to the unique importance of the new disciplines developing in the study of mankind--chemistry, physics, anthropology, sociology, psychology, and psychiatry

be sensitive to the fact that in an age of increasing materialism, with perhaps a necessary emphasis on science for survival, spiritual values or man's higher nature as expressed in the humanities are extremely significant.

Skills

Social studies skills should be improved and extended. The student should:

listen to lectures, take notes, and intelligently participate in open-forum discussions

analyze and synthesize materials

take longer essay examinations

develop and use vocabulary particularly applicable to the new disciplines in this unit.

IMPORTANT DATES

1859--*Darwin's Origin of Species*
1895--Roentgen's discovery of the X rays
1903--First successful airplane flight
1905--Einstein's theory of relativity
1945--Dropping of the atomic bomb on Hiroshima
1957--Launching of the first man-made satellite, Sputnik I

OUTSTANDING LEADERS

Niels Bohr
Marie Curie
Pierre Curie
John Dalton
Charles Darwin
Albert Einstein
Enrico Fermi
Alexander Fleming
Sigmund Freud
Sir Francis Galton
William James
John Maynard Keynes
Joseph Lister
Thomas Robert Malthus
Guglielmo Marconi
Gregor Mendel
Louis Pasteur
Wilhelm Roentgen
Ernest Rutherford

DEVELOPMENTAL VOCABULARY

- antibiotics
- atomic energy
- atomic theory
- "atoms for peace"
- aureomycin
- automation
- bacteriology
- biochemistry
- chemical synthesis
- cortisone
- cubism
- Diesel engine
- dynamo
- electron
- electronic calculator
- enzymes
- functional
- impressionism
- insulin
- International Geophysical Year
- materialism
- neutron
- nuclear energy
- nylon
- *penicillium notatum*
- plastics
- proteins
- proton
- psychiatry
- psychology
- quantum theory
- radiant heat
- radioactivity
- realism
- space age
- space-time
- streptomycin
- "sulfa drugs"
- surrealism
- synthetic
- thermodynamics
- uranium
- vitamins

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**Benz, Francis E. *Pasteur, Knight of the Laboratory*. New York: Dodd, Mead & Co., 1938.
A readable account of the life and work of this great scientist.

*Cottler, Joseph, and Jaffe, Haym. *Heroes of Civilization*. Boston: Little, Brown & Co., 1931.
Lavoisier, Lister, Metchnikoff, Pasteur, and Einstein among the greats.

**DeKruif, Paul H. *Microbe Hunters*. New York: Harcourt Brace & Co., 1926.
Popular, inspiring book about leading bacteriologists.

**Gollomb, Joseph. *Albert Schweitzer: Genius in the Jungle*. New York: Vanguard Press, 1949.
A man of science, humanity, music, scholarship, and philosophy.

**Heiser, Victor, George. *American Doctor's Odyssey*. New York: W. W. Norton & Co., Inc., 1956.
Inspiring story of a doctor who helped fight disease around the world.

**Jaffe, Bernard. *Crucibles: The Story of Chemistry*. New York: Simon & Schuster, Inc., 1948.
A valuable help to student of both science and history.

*Kelly, Fred C. *The Wright Brothers*. New York: Ballantine Books, Inc., 1956.
Pioneers of the airplane.

**Williams, Beryl, and Epstein, Samuel. *The Rocket Pioneers*. New York: Julian Messner, Inc., 1955.
Lives of scientists in the field of rocketry.

Special Topics

**Ahnstrom, D. N. *Complete Book of Jets and Rockets*. New York: World Book Company, 1957.
Up-to-the-minute picture story of new age of speed.

**Barnett, Lincoln. *The Universe and Dr. Einstein*. New York: William Sloane Assoc., 1957.
Lucid explanation of physical theories of Einstein.

**Branley, Franklyn M. *Exploring by Satellite*. New York: Thomas Y. Crowell Co., 1957.
Building and launching of satellites and the results for science.

**Caiden, Martin. Vanguard! New York: E. P. Dutton & Co., Inc., 1957.
Description of composition and manufacture of rockets and satellites including description of launching of IGY satellite from Cape Canaveral.

**Clarke, Arthur G. The Making of a Moon. New York: Harper Bros., 1957.
"Project Vanguard," with predictions for the future.

***Dean, Gordon. Report on the Atom: What You Should Know about the Atomic Energy Program of the United States. New York: Alfred A. Knopf, Inc., 1957.
A valuable work written by one who was close to the problem.

**Dunlap, Henry A., and Tuch, Hans. Atoms at Your Service. New York: Harper & Bros., 1957.
Multiple uses and possible future of atomic energy.

**Lewellen, John. The Atomic Submarine. New York: Thomas Y. Crowell Co., 1953.
Planning and building of submarine Nautilus.

**________. Jet Transports. New York: Thomas Y. Crowell Co., 1955.
Development of commercial jets.

***Macmillan, Robert H. Automation: Friend or Foe? New York: Cambridge University Press, 1956.
Topics of "Development and Evolution" and "Present Impact and Future Prospects" of importance here.

*Mallan, Lloyd. Men, Rockets, and Space Rats. New York: Julian Messner, Inc., 1956.
An account as dramatic as its title.

AUDIO-VISUAL AIDS

The audio-visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slides, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1961.

FILMS

**American Cargoes for Peace. Palmer Productions, n.d. 18 min. b&w (X-A-170).

The American Merchant Marine's role of improving living standards around the world by cargoes of the "fruits of industry."

**Atomic Energy. Encyclopaedia Britannica Films, Inc., 1947. 11 min. b&w (X-A-41).

Background for discussion.

**Atomic Power. March of Time - McGraw-Hill Book Co., Text-Film Dept., 1946. 19 min. b&w (X-A-112).

Emphasis on the historic development, with roles of the scientists.

***The Atomic Theory, Part I. United World Films, Inc., 1948. 10 min. b&w (X-A-116).

Excellent film for use with science classes.

***The Nuclear Structure. United World Films, Inc., 1948. 20 min. b&w (X-N-59).

Historical background from work of the Curies and Lord Rutherford's findings of nuclear structure of the atom, showing continuity of scientific developments.

*Pasteur's Legacy. Loew's, 1946. 23 min. b&w (X-P-10).

A portrayal of the meaning of his work in the history of mankind.

***Pattern for Survival. Cornell, 1950. 20 min. b&w (X-P-55).

Studies of defense for survival in modern warfare.

*Report on the Atom. March of Time, 1949. 20 min. b&w (X-R-34).

Meaning of the atom for war and peace.

*You Can Beat the A-Bomb. McGraw-Hill Book Co., Text-Film Dept., n.d. b&w (X-Y-7).

Means of preventing panic in "A-Bomb" attack.

FILMSTRIPS

The Pageant of America Series. Yale University Press Film Service. b&w (800-835).

No. 26 "The Story of Iron and Steel"
No. 27 "The Story of Coal, Oil, and Uranium" $7.00 each
No. 28 "The Story of the Factory" $195.00 set of 30 strips.

UNIT VIII

HOW IS MAN SEEKING "FREEDOM, PEACE, AND SECURITY" IN A WORLD OF CONFLICTING IDEOLOGIES AND NUCLEAR DANGERS?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:	
Understandings	A. The United Nations
The United Nations was set up in the hope that stability and security could be achieved and maintained through international cooperation.	1. Principles 2. Organization
The United Nations represents an advance over the League of Nations in its philosophy of equality, in a more exact definition of functions, and in an increase in the number of its activities.	Six main organs Security Council General Assembly Economic and Social Council International Court of Justice Secretariat Trusteeship Council
Specialized efforts of older international organizations have been taken over by the United Nations and greatly expanded.	Specialized Agencies and Commissions United Nations International Children's Emergency Fund (UNICEF)
Predicated on the belief that international tensions find their roots in physical and mental maladjustments of man, economic, social, and cultural agencies of the United Nations are dedicated to alleviate human suffering.	World Health Organization (WHO) Food and Agricultural Organization (FAO) United Nations Educational, Scientific, and Cultural Organization (UNESCO) Human Rights Commission
During the sixteen years of its existence, by means of mediation, moderation, and negotiation, the United Nations has averted large-scale wars in a series of international crises.	3. Achievements of the United Nations Expulsion of the USSR from Iran Negotiations between Israel and Jordan

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs.

A. The United Nations

*Review their notebooks for their outlines, class notes, reviews, and **references on "World War I," "The Peace Settlement," and "The League of ***Nations." Prepare a comparative study of the Covenant of the League of Nations with the Charter of the United Nations, including the following points:

opening phrases of each—
"The high contracting powers..."
"We, the peoples..."

purposes
place of human rights
organization.

*Hold "mock sessions" of the United Nations.
**
***

*Dramatize events in the background of and contemporary history of the **United Nations, its six main organs, and its commissions.
***

***Take roles of translators and interpreters, if they are students of foreign languages. Short sentences could be read in the language, then translated and interpreted.

**Assume roles of peoples working in some of the United Nations activities; ***present the various problems encountered, and suggest solutions.

**Assume roles of the people who would be recipients of the work of the ***United Nations.

*Relate their observations and experiences, if they have visited the United **Nations in New York City.

*Present films or filmstrips about the United Nations and its work.
**

*Suppose students are to write a "History of the Development of Human **Rights." What topics would be included in the "Table of Contents"? ***What leaders would be included? What documents would be included? Students might begin with the "Declaration of Independence," and conclude with the "Universal Declaration of Human Rights."

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*For the academically less able student
**For the able student
***For the academically talented student

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
In some areas, the United Nations was compelled to employ force to localize conflicts, thus stemming the tide of aggression, and averting world-wide conflict.	Resistance to aggression in Korea, Suez, and the Congo Moderation of tensions through debate and discussion
Upon invitations from the heads of states, the United Nations sends teams of specialists with means of "helping people to help themselves."	Admission of new nations Assistance with internal problems
Although the United States also urged that the right of "veto" for members of the Security Council be written into the United Nations Charter, the USSR repeatedly abuses this privilege, deterring efforts to resolve problems through international cooperation.	Limitations of the United Nations The "veto" in the Security Council The "power blocs" in the General Assembly
At times, when vital interests of major nations are in conflict, "power blocs" develop, hampering the progress of the General Assembly.	The absence of an effective international police force Deadlock on disarmament and control of nuclear weapons Problems of control of the airways and outer space
Common traditions, problems and aspirations of groups of nations in various parts of the world led to attempts at larger regional efforts toward cooperation for common purposes.	B. Regional Groups with Common Purposes 1. Organization of American States Evolution from the Pan-American Union Progress in inter-American cooperation
Since Simon Bolivar first envisaged a Pan-American Union, during the first quarter of the nineteenth century, and Secretary of State Blaine helped to bring it into existence, during the last quarter of the nineteenth century, the United States and its Latin American neighbors have sought ways to further understandings.	2. Commonwealth of Nations Growth of the British Commonwealth of Nations Dissolution of the British Empire

**Obtain a copy of The Convention against Genocide; analyze its basic
***principles. Explain the relationship of Hitler's and Stalin's policies relative to genocide.

**Prepare briefs for debates on one or more of the following propositions--
***

Resolved: That the United Nations is more successful than the League of Nations in its efforts to resolve political problems.
Resolved: That the United Nations is more successful in its social, economic, and intellectual work than in its political efforts.
Resolved: That the Assembly of the United Nations lessens tensions through debate and open-forum discussions.
Resolved: That the "veto" be abolished in the Security Council of the United Nations.

B. Regional Groups with Common Purposes

*On a large map of the world, on a series of small maps, or on overlays,
**indicate the following:
***

territorial changes at the end of World War II
new nations, 1945 to the present time
divisions of Korea at the end of World War II
divisions of Germany at the end of World War II
satellites of the USSR
members of NATO
members of SEATO
  "the Free World"
  "the Communist Nations"
  "the Uncommitted Nations"
members of the Organization for European Economic Cooperation
trusteeship territories at the end of World War II
members of the Commonwealth of Nations
members of the Organization of American States
members of the French Community
non-members of the United Nations
members of the Arab League
members of the Afro-Asian Bloc at the Bandung Conference
members of the Conference of Independent African States.

**Use some of the above points for especially prepared discussions, essays,
***or term papers with emphasis upon the implications of these map studies for the areas and peoples involved. (First, limit the topics and change the topics to problems.)

**List the chief steps on the development of the Organization of American
***States to the present time; outline the important points in each step; explain their significance.

TEACHER'S NOTES

*Play an "alphabet game." Write the words indicated in these capital letters:
**

V-E
V-J
UN
ECOSOC
UNRRA
UNICEF

IRO
UPU
ICAO
ITU
NATO
SEATO

WHO
FAO
UNESCO
ITO
ILO

*Suggest other combination for the "alphabet gams"; discuss the significance
**of words formulated.

*Suppose they live in a country affected by disasters and/or wars. or in an
**underdeveloped area; explain how they would have been helped or aided by one or
***more of the following:

UNRRA
IRO
FAO
WHO
UNESCO
UNICEF
CARE
Technical Assistance Program
International Red Cross, Junior Red Cross

*Obtain recordings, films, readings, and prepare studies of leaders and
**their contributions. These may be presented in floor talks, panels, round-
***table discussions as well as in role-playing. Among those suggested are: Count Folke Bernadotte, Ralph Bunche, Winston Churchill, Dag Hammarskjold, Trygve Lie, Madame Pandit, Eleanor Roosevelt, Henry Cabot Lodge, and Adlai Stevenson.

**Divide into committes to prepare and present the stories of some of the
***crises averted through the work of the United Nations since its beginning in 1945.

**Keep a journal of "Important World Affairs" from the points of view of differing reporters and commentators in various areas of the world.

**Through a special bulletin-board committee, display current activities of the General Assembly and the Security Council and/or the Secretary General, the Trusteeship Council, UNICEF, UNESCO, the Human Rights Commission.

*Obtain copies of the Universal Declaration of Human Rights, Covenant of
**Human Rights. Read and list the points which are important. Compare with
***our Declaration of Independence and Constitution of the United States in regard to the ideals. Contrast the attitudes of the United States and the Soviet Union toward these documents. Discuss in class and take notes for review, additions, and future references.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Since the days of "The Magna Carta for the Colonies,"—Lord Durham's Report of 1842—the colonies of the far-flung areas of the British Empire evolved a Commonwealth of Nations. In accordance with the Statute of Westminister of 1932, "each nation is independent in every way."	3. European economic organization Origin Expansion Advantages
Originating through efforts of the United States in the Marshall Plan, some European nations are expanding their economic cooperation; looking forward to far-reaching consequences, some could foresee a federated Europe.	4. The Arab League Development of "Arab Nationalism" Problems of unity 5. The French Community Beginnings Composition Problems
Chiefly based on religious unity of Islam, the Arab countries in Northern Africa and the Middle East at times pursue common objectives.	6. The Afro-Asian bloc Policies in the United Nations Policies at conferences
Originating in efforts to find solutions to many complex problems, "The French Community" provides a forum for airing grievances.	7. The Conference of Independent African States Origin Purposes Flexibility
As the peoples of Asia and Africa gain their independence, they find themselves facing common problems. The Conference of Independent African States is founded on the dreams of a future federation of states on that continent.	
Many roots of recurring world crises since 1945, are found in the policies of occupation, recovery, re-education, and rearmament of the defeated powers of World War II.	C. Occupation, Recovery, and Re-education of Germany and Japan 1. Germany Divergent policies of the "Big Four" Soviet Union's pro-communist program for East Germany Resistance Economic lag The "German Democratic Republic"—a puppet state

**Obtain copies of, or excerpts from, one or more of the following documents--
***

Magna Carta for the Colonies
British North American Act
Statute of Westminister.

(Excerpts may be found in some textbooks, articles on these documents in the Encyclopaedia of the Social Sciences, Encyclopaedia Britannica, or the source books listed in the references.) Read sections of these documents and take notes on the following points which should be brought to class and discussed:

The development toward self-government is a slow process.
Canada's government illustrates both the federal principle and the cabinet system.
The Commonwealth of Nations is a flexible body.

**Explain the "dollar lag" in international trade after World War II.
***

***With the use of charts and graphs, show what the "dollar lag" means to trade between nations in various parts of the world.

*Describe how one or more of the following provided means to improve
**international trade:

Marshall Plan
Point Four program
Reciprocal Trade program.

For each of the following groups, present "Debit" and "Credit" columns to show the negative and positive aspects of unity: (Choose time limits.)

United Nations
Arab League
French Community
Afro-Asian Bloc
Conference of Independent African States.

*After research, study, and outlining through panels and/or round tables,
**followed with open forum discussions--analyze the validity of one or
***more of these statements. These topics could also be used for essay examinations.

"Where political unity of Europe has failed, economic unity has succeeded."
"The Arab League presents a seamless robe."
"The Afro-Asian nations consistently oppose policies of nations in Europe and/or the Western Hemisphere."

*Bring to class lists of words with meaning and correct usage that reflcet
**"Vocabulary Development."

Bring to class a "Who's Who" in the World, 1945-1961, with identifications and significant contributions of each in furthering international understanding.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Division of Germany and Austria into four zones of occupation led to divergent policies. Great Britain and France, directly affected by two great wars in one generation, tended to pursue more stringent policies than the United States. It soon became apparent that the Soviet Union was extending communism into its areas of occupation with a view to control; an "iron curtain" was dropped.	Program for recovery in West Germany Economic aid and recovery Federal Republic Constitution Free elections
In Japan, recovery and re-education progressed at a rapid pace. General Douglas MacArthur headed the American forces of occupation and, with the assistance of the United Nations, worked through the Emperor and his government. This procedure deterred the formation of hierarchical military governments and inter-allied conflicts that existed in "the Germanies."	2. Japan Conditions at the end of World War II Extent of territory Number of people Problems of economic recovery Problems of political re-education Position of the Emperor Role of the electorate
The problems of re-education of the Japanese centered around destroying the concept of deification of the emperor and the ruling family.	Peace Treaty with the United States, September, 1951 Restoration of Japanese sovereignty Military bases to the United States
Economic recovery not only involved the rehabilitation of industry and the restoration of international trade, but also the dissolution of cartels built around family combinations of industrial and financial interests, the saibatzu.	
Through American foresight and the aid of two billion dollars, demilitarization and democratization made rapid progress; within six years of the end of World War II, Japan re-entered nationhood.	

C. Occupation, Recovery, and Re-education

*Locate and compile statistics for the loss of human lives and cost in
**money for World Wars I and II.

*Present findings to the class; break down the statistics in regard to the
**number of people killed in military action, civilian losses in bombings,
***disease, starvation, and genocide according to countries including both victorious and defeated powers. Compare and contrast findings in regard to expenditures for education, social services, operation of governments in particular countries for specific years. Compare and contrast findings with cost of operation of the United Nations over a period of the last four years.

*Take the role of a student in a particular place in Great Britain, France,
**Germany, and/or Japan; choose an age and grade at the opening of World
***War II. Read, take notes, and think about reactions during the War, immediately following the War, and during several years after the War.

*Form committees with the view of holding simulated student conferences
**based on the above. Follow with open-forum discussions.
***

***Prepare outlines for oral and written discussions on this observation of "human geography." Not since the last days of the Roman Empire, when the barbarians poured into Europe, have there been such great shifts in population as the migrations taking place under Hitler, Mussolini, and Khrushchev. Consider such questions as these:

Why did these people migrate?
Where did they locate?
Why did they choose these places?
What were some of the problems encountered?
How were some of the problems overcome?

**Conduct interviews of displaced persons patterned after "Project #7--The
***Career of an Immigrant" in Dr. Morris L. Haimowitz's Teleclass Study Guide: Sociology 145, Problems in Human Relations. (Write or call Dr. Haimowitz in the Human Relations Office, Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois.) See the Teleclass Study Guide, pp. 80 and 81.

*Prepare a chart to show what was done in the zones of occupation--and
**Japan--by the various nations between the years 1945-1951, 1951-1961.
***Classify the activities under "Political," "Economic," "Social," "Military." Discuss, take notes, and continue reading and thinking with special emphasis on implications for contemporary world affairs.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
In France and Great Britain, postwar issues of readjustment of internal, colonial, and international problems demanded recognition. Both countries used democratic processes, but France, through the multiple-party system, turned to a new republic by 1958. France met the problems of transition from the French occupation by the Nazis and the Vichy regime under Petain, with the establishment of the Fourth French Republic. Continually plagued with recurring financial crises, the fifteen political parties in the National Assembly refused to grant stability to cabinets. After twenty-five premiers, during the 1945-1958 period, had failed to cope successfully with inflation, reform, or colonial crises, General De Gaulle headed the Fifth French Republic. Through programs of austerity, higher taxation, and industrial modernization, the British achieved periodic economic recovery. With increased competition in international trade, inflation at home, and inability of governments to meet financial demands, austerity was re-inaugurated in the summer of 1961.	D. Search for Stability Through Democratic Processes in France and Great Britain 1. France Fourth French Republic Political weaknesses Economic difficulties Colonial questions Fifth French Republic Constitutional provisions DeGaulle's policies 2. Great Britain Labor party's program Expanding socialization Continuing austerity Extending dominion status Conservative party's program Limitation of socialization Realization of "Peace and Prosperity" Return to austerity
The greatest current threat to peace even to the future of civilization itself, is the conflict in ideologies between the nations of the "Free World," with their tenets of independence and self-determination of peoples, and the "Communist World with its policies of imperialism and totalitarianism.	E. The Cold War 1. Conflict in ideologies 2. The USSR and satellites Annexations Occupation Yugoslavia--Tito's defection Poland and Hungary--Revolutions

D. Search for Stability Through Democratic Processes in France and Great Britain

* Recall, review, and discuss the following significant developments and
** features of France and Great Britain during the last two centuries, or
*** dates of choice:

evolution of governments
operation of governments
programs of governments
problems of governments
policies for the colonies
expansion of industry and trade
extension of social services
achievements in intellectual fields.

*Use previous charts, graphs, time lines and/or chronological tables to
**review the above. Check previous questions and apply them to the study
***of these countries since World War II for comparative studies in oral discussions and written essays.

*Review previous studies of great statesmen as, Benjamin Disraeli,
**Ewart Gladstone, _et al_; compare them with Winston Churchill, Clement
***Attlee, _et al_. Carry on research, reports, and discuss comparative studies of queens of England, as Elizabeth II with Queen Victoria and/or Elizabeth I.

*List the achievements of Great Britain and France during the period
**1945-1961 in social and economic legislation. Discuss the significance
***of these achievements.

**Carry on research in preparation for reports and/or round table and
***open forum discussion with a view toward written essay examinations on one or more of the following in each classification suggested: (Students and teachers may desire to offer additional recommendations and/or make changes.)

De Gaulle reflects the ambitions of Louis Napoleon (Napoleon III).
De Gaulle reflects unselfish statesmanship.
De Gaulle and Conrad Adenauer reflect the greatness expected of statesmen.
Winston Churchill is the greatest statesman of the first half of the twentieth century.
Albert Einstein is the greatest scientist of the first half of the twentieth century.
Albert Schweitzer is the greatest humanitarian of the first half of the twentieth century.

*List on the chalkboard other countries and/or movements--in nationalism,
**democracy, dictatorship--to be studied by the entire class. Break into
***committees, choose limited topics for research, reports, and discussions of countries and movements chosen.

***Write short expository essay on one or more of these questions: (Be careful to limit time, place, and factor.)

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

During the span of a few years, the USSR annexed outright and placed puppets in control of most of the states in Eastern Europe.

When the USSR threatened the sovereignty of Greece and Turkey—which were plagued by internal economic problems—the USSR was forced to withdraw military support. The Congress of the United States, acting on President Truman's recommendation, embarked on a foreign policy of economic and financial aid to stem the tide of Communist expansion.

Communist policies of imperialism, infiltration, and subversion continued in other parts of the world.

Two of the greatest events in history, man's harnessing of nuclear energy and his entry into outer space, have unleashed potentialities for peace or for annihilation, the greatest problems facing mankind.

Attitudes and Appreciations

The student should:

be cognizant of the basic principles involved in genuine international understanding and cooperation

be concerned with the policies and methods pursued by dictatorships in solving internal and international problems

OUTLINE OF CONTENT

3. The United States and her allies
   - North Atlantic Treaty Organization (NATO)
   - South East Asia Treaty Organization (SEATO)
4. The "Berlin Crises"—threats of war
5. Communist advances beyond Europe
   - China
   - Southeast Asia
   - Cuba
   - Western Hemisphere
6. Countermoves of the United States
   - President Eisenhower's policies
   - President Kennedy's policies
7. Position of the "Uncommitted Nations of the World"
8. Threat of nuclear weapons
9. Race in outer space

*Bring clippings to class from current newspapers and periodicals that **present the latest developments in outer space. Discuss them. Take notes. Place important illustrations and clippings on the bulletin board and/or in notebooks with marginalia.

*List professions and careers that have opened and/or are likely to **emerge because of the developments in a "Nuclear Age" and/or in a ***"Space Age." Present data in support of these positions, of prerequisite studies, and of individual adaptability.

**Present pictures, diagrams, filmstrips, and/or motion pictures that ***reflect the latest developments in outer space.

E. The Cold War

*Review maps of the world prepared in the first activity under B. Add **to them, use overlays, and/or prepare additional maps to indicate the ***following points:

satellites of the USSR
members of NATO
members of SEATO
  "the Free World"
  "the Communist Nations"
  "the Uncommitted Nations"
members of the Organization for European Economic Cooperation
members of the Commonwealth of Nations
members of the Organization of American States
members of the French Community
non-members of the United Nations
members of the Arab League
members of the Afro-Asian bloc at the Bandung Conference
members of the Conference of Independent African States

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
be concerned with the evolutionary, legal, and democratic processes of governments in solving complex internal and international problems be aware of the interrelationship of international and internal problems and developments.	
Skills Social studies skills should be improved and extended. The student should use research skills in developing topics and reports in depth.	

How do the internal conditions of one of the NATO countries affect the strength of NATO?
How do the internal conditions of a Latin American country affect the position of the communists in that country?
How do the internal conditions of a Middle Eastern country affect its position in international relations?

* Prepare a time line, chronological table, and/or a chart showing the
** chief steps in the development of the "Cold War." Discuss the signifi-
*** cance of each step.

* Prepare a chart and/or write an essay on the topic: "The Ideals of the
** 'Free World' as Contrasted with Those of the 'Communist World'." Draw
*** conclusions in regard to the differences in the interpretations, practices, and meanings of such words as:

democracy
freedom
imperialism.
peace.

** Locate speeches of Stalin and/or Khrushchev. Take notes on their state-
*** ments in relation to the issues in the above activity. Be alert to their points of view on foreign policy, cooperation with the West, and expansion of communism. Note changes in points of view during various years—for Stalin, at such crucial times as 1924, 1928, 1933, 1939, 1940, 1941, 1945, 1948, 1951; for Khrushchev, such years as 1955, 1956, 1958, 1960, and 1961. Report findings to the class for discussion.

* Divide into committees for panel reports and/or round-table discussions
** of problems that will reflect the steps in the "Cold War," and/or
*** "Changes in Soviet Union's Policies at Home and Abroad." Limit problems in time, area, and aspect; see issues, present evidence, draw conclusions.

* Apply the last two activities above to one or more of the following:
** (Use appropriate years—change the dates used whenever necessary.)
***

President Truman
President Eisenhower
President Kennedy
Anthony Eden
de Gaulle
Adenauer
Nehru
Chiang Kai-shek
Moa Tse-tung
Nasser
Fidel Castro
Nkramuh
David Ben-Gurion.

(Students may suggest others; the people chosen at any given time will depend upon the objectives of the teacher and students. The positions of the "uncommitted nations" may also be determined.)

*Consult various source books, The Readers' Guide to Periodical Litera-
**ture, and newspapers for a bibliography on the above activities. Some
**students may desire to become acquainted with the use of newspapers on
microfilm at the Chicago Public Library.

*Present charts, and/or graphs, comparative analyses of "The USSR and
**Satellites" with "The United States and Her Allies" under such headings
**as these:

nations and areas
population
military strength

**Discuss findings, reliability of sources, differences in sources; take
**note of "imponderables," as the role of freedom, self-determination of
peoples, experiences in democratic processes. Present sources, evidence and try to draw tentative conclusions. Keep notes, add research, discuss, and revise from time to time.

*Review notes and readings from previous discussions and studies on
**nuclear developments. Continue research, note-taking, and organization
**of material with special reference to these topics:

development of nuclear weapons--their power
nations developing nuclear weapons
efforts to control nuclear weapons
nuclear weapons--their role in "power politics" (Limit to particular nations at specific times.)

**Invite a member of the school department of science (or from a college or
**university) to present a lecture on "The Power of Nuclear Weapons,"
or a topic of the speaker's choice in relation to this issue.

*On a time line, chronological table, or chart, present the steps in
**the development of the "Conquest of Outer Space." Analyze the signifi-
**cance of each step.

*Discuss the developments in the conquest of outer space in relation to
**such topics as the following:
**

The Dreams of the Spaceman Are Coming True
The Conquest of Space Is Comparable to the Discoveries of Columbus
The Conquest of Space Opens up New Horizons for Developments in Man's Daily Life.

(Limit this last topic in regard to: developments, travel, daily living.)

IMPORTANT DATES

945--Organization of the United Nations
947--Marshall Plan
947--Molotov Plan
948--Universal Declaration of Human Rights
949--Organization of NATO
950--Korean War
954--Organization of SEATO
955--Warsaw Pact
955--Baghdad Pact
957--Launching of the International Atomic Energy Agency

OUTSTANDING LEADERS

alph Bunche
inston Churchill
ohn Foster Dulles
wight D. Eisenhower
ernadotte Folke
ag Hammarskjold
kita Khruschchev
rygve Lie

Henry Cabot Lodge
George Marshall
Vyncheslav Molotov
Gamal Abdel Nasser
Jawaharlal Nehru
Eleanor Roosevelt
Joseph Stalin
Josip Tito

DEVELOPMENTAL VOCABULARY

air-lift
bamboo curtain
Bandung conference
Benelux
brain washing
CARE
CENTRO
co-existence
cold war
Colombo Plan
Cominform
containment
cosmonaut
de facto government
de facto recognition
de juri recognition
denazification
displaced person
dominion status

Economic and Social Council
European Free Trade Association
FAO
French Community
General Assembly
genocide
guerrillas
International Court of Justice
inner six
IRO
iron curtain
Marshall Plan
missile gap
NATO
neo-nazi
OAS
outer seven
Pan. American
Point Four Program

population pressure
population shifts
power vacuum
satellite
Schuman Plan
SEATO
Security Council
Space Age era
space capsule
space ship
summit meetings
technical assistance
thermo-nuclear
thirty-eighth parallel
Truman Doctrine
UNESCO
UNICEF
UNRRA
"veto" (how used in the United Nations?)
WHO

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TEACHER'S NOTES

UNIT IX

HOW ARE PEOPLES IN SOME NEW NATIONS SEEKING "FREEDOM, PEACE, AND SECURITY" IN A WORLD OF CONFLICTING IDEOLOGIES AND NUCLEAR DANGERS?

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS

To the extent possible and appropriate, the student should demonstrate, to the best of his ability, knowledge and application of the following:

Understandings

The emergence of more than sixty independent nations within a short span of fifteen years, 1946-1961, from vast empires—some founded before the days of Columbus—is a significant phenomenon of the twentieth century.

Since World War II, the impact of the principles of self-determination and equality of opportunity intensified the struggles of colonial peoples for freedom. Readiness to accept responsibilities of self-government, to develop technological change, and to solve the multiple problems emanating from transition, could not always be envisaged.

The Philippine Republic—the United States was the first country to grant independence to an Asian people after World War II—proved that education for responsibilities of freedom also provided leadership training, for they soon accepted constructive roles in the United Nations and international affairs.

The French and Dutch reluctantly released peoples of Indo-China and Indonesia from colonial control. After arbitration by the United Nations, the Republic of Indonesia became a reality.

OUTLINE OF CONTENT

A. New Nations in Asia

1. The Philippine Republic

   Education for self-government
   Provisions of the Tydings-McDuffie Act
   Conditions during World War II
   Independence on July 4, 1946
   Constitution
   Elections
   Economic problems of readjustment
   Relations with the United Nations
   Role in the United Nations

2. The Republic of Indonesia

   Role of the Dutch
   Importance of natural resources
   Position of Achmed Sukarno
   Birth of the Republic
   Problems of economic well-being

3. Divisions of Indo-China

   Policies of the French
   Break-up of the Empire

   - North Viet Nam
   - South Viet Nam
   - Laos
   - Cambodia

   Problems of agrarian development
   Policy of the United States

4. Malaya, an independent state in the Commonwealth of Nations

TEACHER'S NOTES

SUGGESTED LEARNING EXPERIENCES

Listed below are activities in which students may engage according to their needs.

A. New Nations in Asia

*Recall, review, and bring maps and notes on earlier studies of the
**peoples in Asia. Bring these materials up-to-date with the use of
***newspapers, periodicals, and pamphlets. Note corrections and any
changes in points of view on the part of the writers, policy-makers,
and the student himself with explanations and significance for these
changes since the last studies.

*Prepare time lines in the development of independence for the peoples
**of Asia since 1945.

*Prepare bulletin-board studies that reflect sympathetic approaches to
**the understanding of the peoples of Asia in their struggle for national
***independence. These should, of course, be scientifically accurate.
Indicate how scientists and social scientists explode "myths" that are
held about other races.

*Consult the Board of Education's catalogues of films, filmstrips, and
**"Free and Inexpensive Materials," with view of presenting illustrated
***reports around specific peoples, their cultural heritages, their evolu-
tion toward independence, and their work toward solution of problems.

**Prepare charts and/or graphs that show the following items:
***

Date of Independence	Length of Colonial Rule	By Whom	How Independence Was Achieved

Natural Resources	Problems	Efforts Toward Their Solution	Situation at the Present

*Take the role of a student in one of the Asian countries and discuss,
**as the result of research, one or more of the following aspects of his
***life:

home life
games
course of study
problems
plans for the future that will help the country to develop economic independence.

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*For the academically less able student
**For the able student
***For the academically talented student

*Make a list of Asian leaders in various fields. Indicate their
**achievements with the significance for their countries and/or for mankind.

*Using guide sheets prepared beforehand in class, visit the Art Institute
**and/or Museum of Natural History. From notes and drawings, report on
***one or more of the following aspects of peoples of Asia:

arts and crafts
agricultural patterns
industrial development
local customs.

(Also see "Suggested Learning Experiences" in Unit I of this Guide.)

*As a result of the above visits, readings, and thinking, outline your
**position with the presentation of historical and scientific evidence
on these generalizations:

"Asia is not going to be civilized after the methods of the West. There is too much of Asia and she is too old."—Rudyard Kipling (Especially note the point of view expressed. What are the errors?)

"Land, rice, and independence are the chief appeals of the Communists in Asia."

"All revolutions in Southeast Asia have stemmed from the same causes."

*Prepare a "Travel Booklet" with descriptions of areas, cities, and
**places of historical interest. Suggest various itineraries for
***visitors from the United States with differing interests, businessmen, teachers of art, sociologists, anthropologists, high school and/or college students.

*Carry on research, prepare annotated bibliographies, and take notes
**for panel discussions on the following topics:
***

The Growth of Self-Government in the Philippines
Statesmen of the Philippines Further World Understanding
The Philippines Adjustment to Economic Changes

*List examples of the effects of Japanese occupation and analyze their
**implications for the developments in particular countries since 1945.
***Add to these themes for oral and written analyses:

The occupation of Japan hastened the development of independence of Asian countries.
The occupation of Japan determined the foreign policies of Asian countries.

TEACHER'S NOTES

*Review, outline, and discuss the roles of European countries in Asia.
**Present varying points of view as reflected by Europeans and Asians
***in regard to the benefits derived from acculturation. Account for
these differing views.

*Divide into committees, carry on research, report on panel discussions,
**follow with open forums in order to gather basic facts, see trends,
***and interpret achievements in various Southeast Asian countries.
These topics are recommended: (Add others and limit).

- Raising Living Standards
- Settling Territorial Disputes
- Engaging in Land Reforms
- Building National Feeling
- Finding Capital for Industrialization
- Adapting Technological Changes to Agriculture and/or Industry
- Developing International Trade

*List the leaders in various areas, indicate their achievements and
**significance for the future of their countries and mankind. Include
***different fields of endeavor: science, politics, and fine arts.

*Bring to class questions which have been raised in research and
**discussion. Evaluate them in regard to their significance for
***review of facts and interpretations to understand the peoples of
Southeast Asia and their impact on the world. Formulate questions
for review of the topics studied, for further research, and for
guest speakers.

*Invite graduate students from Asia who are studying at the colleges
**and universities in the metropolitan area. Suggest some topics which
***grow out of the above questions. Follow their talks with open-forum
discussions.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Intervention by communists, both from Russia and China, intensified civil strife in Indo-China. Aid from the United States stemmed communist advances southward.	5. Burma, an independent state outside of the Commonwealth of Nations
Most former British colonies chose to enter the Commonwealth of Nations, receiving benefits of cooperation with fellow dominions.	
Although the British offered dominion status to India during World War II, all factions desired complete independence. Religious differences between Hindus and Moselems led to ultimate partition of the subcontinent into two states, India and Pakistan, with the latter divided into East and West. Both faced similar transitional problems. In international affairs, India tended toward "neutralism," but Pakistan joined the pro-Western Central Treaty Organization.	B. New Nations on the Subcontinent of India 1. Education for self-government 2. Establishment of two separate states India Pakistan 3. Problems of the new states 4. Programs of the new states 5. Achievements of the new states 6. Roles in the Commonwealth, the United Nations, and international affairs
In the vast area of the Middle East, extending from Morocco in the West to India in the East, including deserts, oil, and the fountainhead of three great religions (Judaism, Christianity, and Islam) national aspirations became involved with economic and religious conflicts.	C. New Nations in the Middle East 1. The State of Israel Its founding The constitution Social and economic progress Scientific advances Foreign policy
Born in conflict, the Jewish homeland became a reality in 1948. Amidst intense nationalism of four Arab states (Egypt, Jordan, Iraq, and Syria) the new nation of Israel forged ahead, literally carving a "Garden of Eden" out of the desert.	

B. New Nations on the Subcontinent of India

Consult the above "Suggested Learning Experiences" and select those which are applicable to the study of the "Subcontinent of India."

*Present "Map Talks" to show how various factors influenced the historic
**development of the subcontinent of India as well as the comtemporary
***scene. These talks may be divided into such topics as the following:

Physical Factors
Natural Resources
Peoples
Languages
Transportation
Religions

*Compare the geographic position of India with the location of China,
**Japan, and areas in Southeast Asia. Explain the strategic significance.
***Consider such other physical factors as rivers, mountains, and natural
resources. (Limit your suggestions.)

*List, compare, and evaluate the forces that brought unity to India and
**those which brought division. Discuss the roles of various leaders in
***grappling with these forces. Note those forces which are present today
and indicate what is being done in regard to them.

*Outline the role of Great Britain in the "Education for Self-Government
**in India." Discuss the differences of opinion in regard to this role.
***See the development through the eyes of an English statesman, and English
businessman, and a missionary. See the contributions of the British
through the eyes of Gandhi or Nehur. Explain differing points of view
at various times.

*Describe the role of the family in Indian Society. Compare with the role
**of the family in "Old China" and today.

**Write letters, keep diaries, and/or journals through the eyes of a high
***school student in Pakistan, India, or Ceylon. (Choose a specific problem.)
Read in class and discuss.

*Consult the catalog on films and select suitable films for showing. (Prepare
**questions for discussions after a preview by a student committee.)
***Follow with open forum discussions. (Such films as these will be helpful:
India: Asia's New Voice; Mahatma Gandhi; Pakistan: Promise of
Pakistan.)

*List some of the chief contributions and developments in art, architecture,
**music, and literature that come from India and Southeast Asia.
***Show how some of the specific contributions have influenced us. (Teachers
in these fields will be willing to help.)

*Read Cynthia Bowles' work on India and try to see the people from her
**point of view. (At Home in India, Harcourt, 1956). Discuss the progress
*** that has been made since she wrote her book.

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Viewing the passing colonialism in Asia and the Middle East, the people of Africa were eager to hasten their freedom.	2. New nations in the Arab world Jordan Syria Lebanon Tunisia Libya
The Republic of Ghana became the first Negro state to evolve from colonial holdings. Kwame Nkrrumah, the first president, is giving leadership to fellow-Africans; his part in Afro-Asian conferences and in the United Nations reflects concern for "freedom, peace, and security" in a world of conflicting ideologies and nuclear dangers.	D. New Nations of Africa 1. Republic of Ghana Favorable conditions for growth of responsible government Political background Efficient civil service Local self-government
Various degrees of preparation for responsibilities of new nationhood and special problems growing out of specific transitional situations could not be anticipated.	Economic resources Cocoa Gold Manganese Social conditions Middle class Basic education Union of Gold Coast and part of Togoland Founding the Republic, 1957 Plebiscites for the New Constitution and President, 1960 Problems of the new nation Lack of secondary education Separatist influences of tribal societies Diversification of agriculture Extension of roads Achievements of the new nation Use of democratic processes Development of education Aid to other states Prestige in international affairs

*List the names of people who have contributed to the development of India,
**Pakistan, and Ceylon. Discuss their achievements with special references
to their significance.

**Based on research, outlines, and limitations of subject, write essays on
***one or more of the following topics:

The Role of India in the Commonwealth of Nations and/or the United Nations
The Position of India and Pakistan on "Neutralism"

C. New Nations in the Middle East

Consult the "Suggested Learning Experiences" in Sections A and B; select those which could be applied to this section and make the necessary revisions.

*Consult the film catalog; make selections appropriate to this study. Pre-
**view them, write questions for the showing, and follow with open-forum
***discussions and written factual and essay tests. (Suitable choices are
The Middle East, Crossroads of Three Continents, and the Suez Canal.)

*Indicate on maps what countries should be included in "The Middle East,"
**"The Near East," and/or the "Balkans." For evidence, consult such works
***as the following:

Emil Lengyel, World without End: The Middle East (New York: The John Day Co., Inc., 1953).
L. S. Stravianos, The Balkans since 1453 (New York: Rinehart & Co., 1958).

*Present "Map Talks" on the various aspects of the Middle East: physical,
**economic, demographic, political, and strategic. Discuss the implications
***and significance of the factual material.

*After research, draw an illustrated map, or collect a series of pictures,
**and/or prepare graphs which show some of the United Nations activities
***in the Middle East. Discuss and draw conclusions in regard to the topic:
"The Achievements of the United Nations in the Middle East."

*Prepare some of the pictures, maps, and graphs for an opaque projector
**in order to preceive developments. Evaluate and file for later review.
***

*Prepare a series of questions while reading and viewing. Bring them to
**class for discussions, research, and quiz sessions. Evaluate them for
***factual knowledge, interpretations, and understanding.

**List, limit, and evaluate statements below with a view toward recommending
***topics for research:

There are many revolutions taking place in the Middle East--political economic, social, intellectual, and technological.
This is an area of conflicting "nationalisms."
This area is experiencing a "renaissance."

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Guinea, in its refusal to join the French Community, faced conditions of dislocation upon the immediate withdrawal of the parent-country. Although endowed with possiblities for developing responsible government, the new nation needed both economic and moral support. While communist states were eager to provide aid, early associations of leaders and parties with European communists taught the meaning and implications of "satellite." Continued support from the United States, the United Nations, and peoples in sympathy with the development of self-government, is most urgently needed.	2. Independence of Guinea Dislocation from French withdrawal, 1958 Need for economic and moral support Leadership of Sekou Toure Close association with Ghana Introduction of each other's languages into schools Significance for Pan-Africanism
The people of the Belgian colony of the Congo, inspired by the liberation of their neighbors in the former French Congo area, rioted and demanded their independence which the Belgian government granted in 1960, terminating seventy-five years of colonial status. Although Belgians developed economic resources during this period, they did little in educating Congolese for self-government. Rival factions opposing the first premier's policies, mutiny of the army, and communist interests all combined to hinder progress of the new Republic.	3. Republic of the Congo Pre-independence policies of the Belgians Conditions immediately following independence Problems confronting the new republic Premiership of Patrice Lumumba Personality Policies Work of Dag Hammarskjold and and United Nations Emergency Force Death of Patrice Lumumba Presidency of Joseph Kasavubu
The British policy of "indirect rule," carried out in Nigeria, presents a significant study in preparation for the responsibilities of self-government through the adjustment of native institutions to meet demands of independence.	4. The Federation of Nigeria Education for self-government through a policy of "indirect rule" Achievements in arts and crafts Interest in education Amount spent Number enrolled Increase in exports Separatist movements in tribes

*With the assistance of art teachers, prepare posters, montages, and/or
**slides illustrating contributions, developments, and/or problems that
***will help to interpret the Middle East to high school students and PTA groups. Discuss, criticize, and evaluate. Present suggestions other that these: "a mud brick schoolhouse representing interest in education," "scene from UNESCO'S Fundamental Education Center in Egypt," "a modern dam," "modern cities," "oil wells." These suggestions are found in The Middle East: A Resource Unit for Secondary Schools. Brooklyn, New York: Brooklyn College, 1959.

*List the obstacles to Pan-Arabism. Note the kinds of peoples, cultural
**patterns, and conflicts. Discuss significance in relation to such topics
***as these: "Middle East Politics," "Interests of Powers Outside of the Middle East," "Middle East Economics."

*Limit and conduct research for essays and/or panels on this generalization:
**"The Middle East today is an area of change, conflict, and confusion."
***

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT
Despite the sound basic preparation for national independence, Nigeria, like many African states, faces separatist movements of tribal factions. While most students of African culture do not think that a return to tribalism is a serious threat, these particularist tendencies hinder progress of the new states.	
The freedom of peoples in Northeast Africa gained momentum during the decade of the Fifties when peoples formerly ruled by Italians, French, and British gained their independence.	5. Independence in Northeast Africa Eritrea, federated with Ethiopia Anglo-Egyptian Sudan, founded an independent republic A Greater Somali State, established
The former French colonies, except Guinea, joined the French Community, continuing advantages of association.	6. States in the French Community
In both British East Africa and British Central Africa, contrasting conditions exist. Tanganyika provides a study in racial harmony. Uganda, with inter-tribal rivalries, and Kenya, with both racial and inter-tribal differences and with riots against Europeans in Central Africa, delay development of responsible government in a rapidly changing world.	7. The road to self-government Trust territory of Tanganyika Inter-tribal rivalries in Uganda Conditions in Kenya Federation of Rhodesia

D. New Nations of Africa

Consult the "Suggested Learning Experiences" under Sections A, B, and C for additional recommendations.

*As the result of map studies, outline and write an explanatory essay on one **of the following statements: (Cite examples and show significance for ***present developments.)

There are many "Africas" portrayed in the physical makeup of the continent.
There are boundless natural resources in Africa.
There are many "political Africas."

*Compile an annotated bibliography for the "Study of Africa Since 1945." **Include books, pamphlets, periodicals, and newspapers. Classify according ***to country, factors, movements, and/or people. Initiate a file for further study of this topic.

*Discuss with examples and/or write an essay presenting your position on **this statement: "The Spirit of 1776 is abroad in Africa, south of the ***Sahara Desert. The African is determined to govern himself, ready or not, just as we were in 1776." (This statement was made by Clarence Randall upon his return from Africa where he made a survey as a special assistant to President Eisenhower.)

*Present suggestions and arrange for programs, exhibits, and/or festivals, **such as: "Kinds of African Music, Influences in the Western Hemisphere ***and the World"; "Folk Tales: Wise and Humorous;" "African Sculpture;" "African Painting;" "African Exports." (Offer other recommendations.)

*Plan programs for assemblies, PTA, and/or other groups to acquaint people **with the literature, music, and problems of the peoples of Africa. Consult *** Ruth Tooze, and Beatrice Krone, Music and Literature as Resources for Social Studies. (New York: Prentice-Hall, Inc., 1956).

*Invite students attending nearby colleges and universities to talk on **specific topics; follow with open forums. Invite other groups to join ***your class.

**Hold an "Afro-Asian" Conference. Plan the agenda. Distribute to the class ***for discussion, limitation, and research. Conduct the meetings to reflect significant aspects of problems, points of view, and insights into the present. Note roles of various leaders in regard to: "Non-alignment with the 'great powers'," "Kinds of 'nationalisms'," "Attitudes toward federation, regional organizations, and the United Nations."

*Suggest subjects, prepare tentative outlines, carry on research for radio **scripts to be presented on mock broadcasts of "The Voice of America" to ***reflect our interest in their problems, our efforts to help, visits of their statesmen.

*Divide into committees based on problems which various countries face. **Carry on research around specific problems to determine the issues, the ***efforts toward solution, the achievements. Present the results in panels, follow with open forum discussions. Suggest facts for "quiz sessions" and suggestions for essays.

*List the stereotyping, generalizing, and misleading statements encountered **during the study of this unit. Use facts to explode, correct, and analyze. ***

UNDERSTANDINGS, ATTITUDES, APPRECIATIONS, AND SKILLS	OUTLINE OF CONTENT

Attitudes and Appreciations

The student should:

- become sensitive to the great cultural heritages of peoples in underdeveloped areas
- be aware of the need for education for the responsibilities of self-government
- recognize the need for constructive compromises
- develop compassion for peoples in their search for stability
- demonstrate the courage to take increasingly active roles in the democratic processes in their communities.

Skills

Social studies skills should be improved and extended. The student should:

- reflect vicarious experiences through role-playing
- demonstrate critical thinking in analytical and comparative essays
- present longer research studies in expository and argumentative term papers.

IMPORTANT DATES

1946--Independence of the Philippines
1947--Creation of the Republic of India
1947--Creation of the Republic of Pakistan
1948--Creation of the State of Israel
1957--Creation of the Republic of Ghana

OUTSTANDING LEADERS

David Ben Gurion
Ramon Magsaysay
Mohammed Mossadegh
Jawaharlal Nehru
Kwame Nkrumah
Achmed Sukarno

DEVELOPMENTAL VOCABULARY

ANZUS

autonomy

Baghdad Pact

colonialism

containment

federation

free world

mandate

Mau Mau

OAS

one-party state

Pan-Arabism

regionalism

SEATO

self-determination

shah

technical assistance

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TEACHER'S NOTES